CONSOLIDATED STATE PERFORMANCE REPORT

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
and
GOALS 2000: EDUCATE AMERICA ACT

For reporting on
School Years 2000-2001 and 2001-2002

**Office of Elementary
and Secondary Education**

07/23/2001

Consolidated State Performance Report

for

State Formula Grant Programs

under the

Elementary and Secondary Education Act

and the

Goals 2000: Education America Act

Reporting Form for State Educational Agencies
for reporting on
School Years 2000-2001 and 2001-2002

Office of Elementary and Secondary Education

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-6100

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BACKGROUND

Introduction

This document contains the U.S. Department of Education's (ED) consolidated state performance instrument for state formula grant programs authorized by the Elementary and Secondary Education Act (ESEA) and the Goals 2000: Educate America Act. Prepared in consultation with state officials, it includes all annual program performance reporting that ED requires of states for school years 2000-2001 and 2001-2002 under eleven grant programs.

What Programs Are Covered by this Consolidated Reporting Instrument?

The following programs are covered by the Consolidated State Performance Report.

Statutory Reference	Name of Program	Short Name	Section
ESEA, Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies	Title I Basic Programs	A, B, C
ESEA, Title I, Part B	Even Start Family Literacy Program	Even Start	L
ESEA, Title I, Part C	Education of Migratory Children	Migrant Education	C
ESEA, Title I, Part D	Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or at Risk of Dropping Out	N or D	C
ESEA, Title I §1502, ESEA Title X, and P.L. 105-78	Comprehensive School Reform Demonstration Program	CSRD	F
ESEA, Title II, Part B	Eisenhower Professional Development Program	Eisenhower	H
ESEA, Title III, Part A, Subpt 2	Technology Literacy Challenge Fund	TLCF	I
ESEA, Title IV	Safe and Drug-Free Schools and Communities	SDFSC	J
ESEA, Title VI	Innovative Education Program Strategies	Title VI	E
1999 Appropriations Act, §307	Class-Size Reduction	Class Size	G
Goals 2000, Title III	Grants to State and Local Agencies	Goals 2000	D
ESEA, Title X, Part J, Subpt 2	Rural Education Achievement Program	REAP	K

NOTE: Many states also receive funds under the McKinney Homeless Education Program (McKinney Homeless Assistance Act, Title VII, Subtitle B) on the basis of a Consolidated State Plan. However, this Consolidated State Performance Report does not require reporting under this program.

Why must States Submit Performance Reports?

This document solicits information under individual programs that ED needs to meet its administrative responsibilities. It also fills an important purpose of having SEAs report on their implementation of consolidated state plans.

In identifying information sought through this instrument, ED has been mindful of its own requirements to present performance information to Congress, including those under the Government Performance and Results Act of 1993 (GPRA) and congressional mandates for the national assessment of ESEA, Title I (section 1501), and evaluation of the federal impact on reform (ESEA, Title XIV, section 14701) contained in the 1994 reauthorization of the ESEA.

This information will also enable ED to determine, among other things, whether programs are reaching their target populations, the types of instructional or other services that are provided, the extension of school-wide programs, and the staffing needs that are being met with federal assistance.

GENERAL INSTRUCTIONS AND TIMELINES

Who Must Report

All SEAs, whether or not they receive funding on the basis of consolidated state plans, must respond to this *Consolidated State Performance Report*. Reports are due on December 3, 2001, and December 1, 2002, and should reflect data for school year (SY) 2000-2001 and SY 2001-2002, respectively, unless otherwise noted below.

Reporting Periods and Due Dates

Program Covered	Section of Report	Pg	Report Due Date	Period Covered
General	Section A	**3**	Dec. 3, 2001	SY 2000-2001
			Dec. 1, 2002	SY 2001-2002
General	Section B	**7**	Dec. 3, 2001	SY 2000-2001
			Dec. 1, 2002	SY 2001-2002
ESEA, Title I- Pt. A—Basic Programs, Pt. C—Migrant Education Pt. D—N or D	Section C	**11**	Dec. 3, 2001	SY 2000-2001
			Dec. 1, 2002	SY 2001-2002
Goals 2000, Title III	Section D	**29**	Dec. 3, 2001	SY 2000-2001
ESEA Title VI—Innovative Education Programs	Section E	**33**	Dec. 3, 2001	SY 1999-2000 and SY 2000-2001
ESEA, Title I, § 1502—CSRD	Section F	**37**	Dec. 3, 2001	SY 2000-2001
			Dec. 1, 2002	SY 2001-2002
1999 Appropriations Act §307— Class Size Reduction	Section G	**45**	Dec. 3, 2001	SY 1999-2000 and SY 2000-2001
ESEA, Title II, Part B—Eisenhower	Section H	**49**	Dec. 3, 2001	SY 2000-2001
			Dec. 1, 2002	SY 2001-2002
ESEA, Title III, Part A, Subpart 2- Technology Literacy Challenge Fund	Section I	**57**	Dec. 3, 2001	FY 2001*
			Dec. 1, 2002	FY 2002*
ESEA, Title IV – Safe and Drug- Free Schools and Communities	Section J	**77**	Dec. 3, 2001	SY 2000-2001
			Dec. 1, 2002	SY 2001-2002
ESEA, Title X, Part J, Subpt 2-- Rural Education Achievement Program	Section K	**101**	Dec 1, 2002	SY 2001-2002
ESEA, Title I, Part B— Even Start	Section L	**105**	Dec. 3, 2001	SY 2000-2001
			Dec. 1, 2002	SY 2001-2002

* See special instructions within section I, p. **59.**

Section-by-Section Instructions

Instructions for each part and, in many cases, for individual items are provided just before the section or item. They will appear in a box with a slashed edge, like the following

> **Instructions**
> Item and Section instructions will appear in a box like this one. Please be sure to read these carefully. They may contain critical information that is NOT found in the question/item itself.

Glossaries

Because many statutes embed definitions that are distinct to the program(s) they authorize, we have provided several glossaries located within the report in the section to which they apply. Look for the glossaries on the pages listed below. Words in the glossaries are italicized in the questions/items in the applicable section.

Assistance

If you need assistance with any item, please call the program office that administers the program to which the item is related or other contact as listed below. **For any section of the report, you may call (202) 401-0113; your request will be forwarded to the appropriate staff.**

Contacts for Programs Covered by the *Consolidated State Performance Report*

Program	Telephone
Title I, Part A—Basic Programs	(202) 260-0826
Title I, Part B—Even Start	(202) 260-0826
Title I, Part C—Migrant	(202) 260-1164
Title I, Part D—N or D	(202) 260-0826
Title II—Eisenhower	(202) 260-2517
Title IV—Safe and Drug-Free	(800) 937-8281
Title VI—Innovative Strategies	(202) 260-2551
CSRD	(202) 205-4292
Class-Size Reduction	(202) 260-8228
TLCF	(202) 401-1964
Goals 2000	(202) 401-0039
REAP	(202) 401-0039

Submitting Your Report

When you have completed the form, please do the following:

- Be certain the **name of your state** is clearly visible on every page and all attachments.
- Complete the cover page (p. 1) and have it **signed by an authorizing state official**.
- **Retain a copy** of the completed reporting form and any attachments for your files.
- **Mail** the completed package to the Office of Elementary and Secondary Education at the following address:

    Office of Elementary and Secondary Education
    U.S. Department of Education
    400 Maryland Ave., SW, Suite, 300
    Washington, DC 20202

- Mark the lower left corner of the envelope:
    "**Attention: Consolidated State Performance Report Enclosed**"

Consolidated State Performance Report
for
State Formula Grant Programs
under the
Elementary And Secondary Education Act
and the
Goals 2000: Education America Act

Name of State Educational Agency (SEA) Submitting This Report:

Address:

Person to contact about this report:

Name:

Telephone:

Fax:

e-mail:

Name of Authorizing State Official: (Print or Type):

Signature	Date

Data Quality Issues for this Report

In order to accurately aggregate and analyze reported data, ED needs to understand any difficulties encountered in responding to the requests for information in this section. **After** completing the rest of this section, please respond to the following questions, referencing the table(s)/item(s) to which they apply:

DQ-1.   Are there any data that are estimated? Please circle these and clarify the estimating procedure (*e.g*., "Table Z-7: 126 out of 127 districts reported; 1 district estimated on the basis of last year's numbers.")

DQ-2. Are there any definitions that are different from those provided in the instructions or glossary? Please identify the term, describe the difficulty encountered in using the provided definition and provide the definition that was actually used. (*e.g*., "Tables Z-32 through 47: State definition of elementary school includes only grades 1-4, not 1-5 as recommended.")

DQ-3. Are there any other deviations from the data requested? Please describe, referencing the table(s)/item(s).

DQ-4. What technical assistance could ED provide which would improve the quality of the data you are able to report?

Note: Some anomalies are to be expected in any data collection, and their disclosure will not be held against the respondent. ED expects all respondents to fully disclose on this form any deviations, estimations, or other anomalies, which have arisen in data reported in this section.

Section A

IDENTIFYING LOW-PERFORMING SCHOOLS

Specific information on schools identified for improvement, including the length of time such schools have been identified, is important accountability information about schools that are not meeting State improvement goals. It facilitates program administration and provides a critical tool for program offices to better focus monitoring and national leadership activities in support of State and local school improvement efforts. The information will also provide a baseline for determining the number of schools that improve and are no longer in improvement status.

A-1. **For the 2000-2001 school year (or the most recent school year for which you have data) please list all Title I schools identified for improvement. Please provide the school name, district, National Center for Education Statistics (NCES) school ID number * and the year initially identified**

District	School Name	NCES school ID number*	School year initially identified for improvement
Sample District A	*Sample School Elementary A*	*0123456789012*	*1999-2000*
Sample District A	*Sample School Elementary B*	*1234567890123*	*2001-2002*

A-2. **Please provide the definition of adequate yearly progress (AYP) used to identify schools for improvement for the year of this report. Your definition should include the 3 items below. If the State has previously submitted its adequate yearly progress definition though some other process, such as an Ed-Flex application, and the definition has not changed, simply note where it was previously submitted.**

- **How is your state's alternate assessment included in your definition of adequate yearly progress/accountability system?**

- **How are all students included in AYP/accountability systems, including special education students and limited English proficient students?**

- **Does your definition for AYP/accountability systems apply to Title 1 schools only or to all schools, including Title 1 schools.**

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* Instructions for locating NCES school numbers:

The NCES school ID number consists of two parts: A district number and a school number.

1. www.nces.ed.gov
2. Click on Global Ed Locator
3. Type the name of the school district in the box next to "District Search" under the heading "The School/District Locator"
4. Click on District Search
5. Click on the name of the school district (in the gray box) under "School District Name"
6. Click on "schools" (Locate the sentence that reads "For schools in the district, please click here: schools").
7. Click on name of the school
8. Both the district and school ID numbers are listed under the heading "School District Information."

Section B

ACCOUNTABILITY FOR STUDENT ACHIEVEMENT

B-1.   Student Achievement Based on Assessments Required by Title I, Part A

Instructions

In this item, states are to report assessment results that show the impact of the Title I, Part A, program on student learning. Insofar as possible, States should use information derived from the State assessment system as approved by the U.S. Department of Education. SEAs may provide information that responds to this item in any format they determine is most appropriate. **Please use a separate page for each subject and grade level or span.**

The template on the following page reflects a sample reporting format for the required information. Please note that if you are unable to report on the impact of Title I, Part A, using the required categories included in the sample reporting format, States should submit alternative information that uses the required categories to the extent possible.

Below are descriptions of the items included in the temp late.

- **Subject of assessment**. Title I, Part A, requires that assessments that are used for all children be used also for Title I, Part A, children. Assessments, required by the beginning of SY 2000-2001, must assess students for Title I, Part A, purposes in at least <u>mathematics and reading or language arts</u>. States that assess Title I, Part A, students in other subjects may provide these results as well.

- **Grade level of assessment.** States may provide assessment results separately for each grade level reported for Title I, Part A, purposes, or may aggregate results across all grade levels reported. States should, however, report at least one grade at each of the 3 required grade spans (grades 3-5, grades 6-9, and grades 10-12). If grouped, explain which grades are included in each grouping.

- **Name of Assessment(s).** Please provide the name of the assessment(s) used for each subject area and each grade level/span, and the dates of administration.

- **Proficiency levels.** Title I, Part A, requires that, by SY 2000-2001, State assessments be aligned with the state's content and performance standards. Performance standards must include <u>at least</u> three levels of student proficiency: partially proficient, proficient, and advanced. For the last 4 lines of the template (achievement by type of school and achievement for all schools), States should report the number of students in each category who are at <u>each</u> proficiency level. States that use a wider range of proficiency levels should modify this form accordingly and should define their levels and explain the relationship of their levels to the levels identified in the law (partially proficient, proficient, and advanced).

- **Students assessed.** The law requires schoolwide programs to assess all students. The law allows targeted assistance schools to report results for all students in grades assessed in Title I, Part A, schools, for students currently receiving Title I, Part A, services, or for students identified as currently and formerly receiving Title I, Part A, services. The item below the table requests that the State identify which method it used for reporting results for targeted assistance schools.

- **Disaggregation categories.** The law requires that assessment systems shall enable results to be disaggregated within each State, local educational agency, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to non-disabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged. [ESEA, §1111(a)(3)(i)]. Those categories are reflected in the template. For each of the dissagregation categories, the State should report the total number of students enrolled, the number assessed, and results, which the State may report by each proficiency level or by combining some proficiency levels. For disaggregation comparisons, States are encouraged to report results for all students, not only those students in Title I schools.

Sample Reporting Format for Item B-1 for one subject at one grade level or grade span: [1]

<table>
<tr><td colspan="6">Student Proficiency in _____ for _____
                        (subject)   (grade level or span)
Name of Assessment: _____Date of Administration: _____</td></tr>
<tr><td rowspan="2"></td><td rowspan="2">Total # of Students enrolled</td><td rowspan="2">Total # of Students Assessed</td><td colspan="3">Number of Students by Proficiency Level[2]</td></tr>
<tr><td>Partially proficient</td><td>Proficient</td><td>Advanced</td></tr>
<tr><td colspan="6" align="center">Number of students in special categories*</td></tr>
<tr><td>Economically disadvantaged students</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Limited English proficient students</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Migrant students</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Students with disabilities</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="6" align="center">Number of students, by school poverty level*</td></tr>
<tr><td>0-34%</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>35-49%</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>50-74%</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>75-100%</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="6" align="center">Number of students, by race/ethnicity (modify as relevant)*</td></tr>
<tr><td>White (not of Hispanic origin)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Black (not of Hispanic origin)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Hispanic</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>American Indian/Alaskan Native</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Asian/Pacific Islander</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Other</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="6" align="center">Number of students, by gender*</td></tr>
<tr><td>Male</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Female</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="6" align="center">Number of students, by type of school [Report on all levels of proficiency as defined by State]</td></tr>
<tr><td>Targeted Assistance**</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Schoolwide Programs</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>All Title I schools</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>TOTAL ALL SCHOOLS</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

*These sections of the table should include all students in the state (not just Title I schools) if data are available.

**For data on <u>targeted assistance schools,</u> identify which of the following best describes the data:

    _____ all students in grades assessed in Title I schools

    _____ only students currently receiving Title I services

    _____ students identified as currently and formerly receiving Title I services

---

[1] This format is provided for illustrative purposes only. States with their own reporting formats are encouraged to use them. The Department will not be aggregating results across the States since they reflect different standards and assessments.

[2] For achievement by type of school and for all schools (last 4 lines), the State should report on <u>all</u> of the proficiency levels it uses, which must be <u>at least</u> three levels. For disaggregation categories, the State may report by each proficiency level or may combine some proficiency levels. See instructions.

Section C

ESEA, TITLE I, PARTS A, C, D
HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS

Instructions:

This item solicits information regarding school and local educational agency accountability under Title I of the ESEA. It concerns adequate yearly progress. This information will better enable states, local educational agencies, and the U.S. Department of Education to assess program results and progress

LEA information - Enter the total number of LEAs in the state operating Title I targeted assistance programs during the regular school year. Enter the number of LEAs currently making adequate progress toward meeting the state student performance standards and enter the number of LEAs identified for school or LEA program improvement.

School information - Enter the number of schools operating a *targeted assistance program (TAS)* under Section 1115 of ESEA and the number of schools operating a *schoolwide program (SWP)* under Section 1114 of ESEA during the regular school year. Note: *SWP* schools in their planning year should not be included in the count of those which operate a *SWP*.

C-1.   **Title I School and Local Educational Agency (LEA) Accountability Information**

<table>
<tr><td colspan="5">Table C-1
Title I School and Local Educational Agency (LEA)
Accountability Information</td></tr>
<tr>
<td></td>
<td>(1)

Total number</td>
<td>(2)

Number meeting state criteria for adequate yearly progress</td>
<td>(3)

Number identified for school or LEA improvement</td>
<td>(4)

Number identified as distinguished schools</td>
</tr>
<tr><td>Title I LEAs</td><td></td><td></td><td></td><td style="background:gray;"></td></tr>
<tr><td colspan="5">Title I, Part A, Schools by Type of Program—TAS or SWP</td></tr>
<tr><td>Title I targeted assistance schools</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Title I schoolwide programs</td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">Title I, Part A, Schools by Poverty Level—TAS and SWP</td></tr>
<tr><td>Poverty Level: 0-34%</td><td></td><td></td><td style="background:gray;"></td><td style="background:gray;"></td></tr>
<tr><td>Poverty Level: 35-49%</td><td></td><td></td><td style="background:gray;"></td><td style="background:gray;"></td></tr>
<tr><td>Poverty Level: 50-74%</td><td></td><td></td><td style="background:gray;"></td><td style="background:gray;"></td></tr>
<tr><td>Poverty Level: 75-100</td><td></td><td></td><td style="background:gray;"></td><td style="background:gray;"></td></tr>
</table>

C-2.   Student Participation in Title I, Parts A and C

Instructions:
Table C-2 counts participants according to several descriptive categories. A glossary of terms used in the table can be found on pp. 25-28. This table asks for the *unduplicated* number of children participating by gender, special services/programs and racial/ethnic group. Count a child only once (*unduplicated* count) in each category even if the child participated during more than one term or in more than one school or district in your state during the reporting period. Include students in both *schoolwide* and non-schoolwide programs.

Special Instructions for Title I, Part A:
Enter the number of Title I, Part A, participants served during the regular school year.

Special Instructions for Title I, Part C:
Participation: Participation information is required for children who *received instructional or support services* funded totally or in part with Migrant Education Program (MEP) funds. For this form, count only those eligible students who were actually served; do not count unserved eligible students.

Include participants who are eligible for services but not for funding purposes (*i.e.*, students ages 0-2, students receiving services for the year after their eligibility lapses, and students previously eligible in secondary school and receiving credit-accrual services).

	Title I, Part A		Title I, Part C	
Student Participation	Total Number of Students served in *targeted assistance schools* *(TAS)*	Total number of students attending a *schoolwide program* *(SWP)*	Number of Migrant Students Attending a *Schoolwide Program* in which MEP Funds are Combined with Others	Number of *Migrant Students* Served with MEP Funds in Other than a *Schoolwide Program*
By Gender				
Male				
Female				
By Special Services or Programs				
Students with Disabilities				
Limited English Proficiency				
Homeless				
Migrant Students				
By Racial/Ethnic Group				
Amer. Indian/Alaskan Native				
Asian/Pacific Islander				
Black (not of Hispanic origin)				
Hispanic				
White (not of Hispanic origin)				
Other:				

Table C-2
Student Participation in Title I, Parts A and C

C-3.   **Schoolwide programs serving students eligible for the Migrant Education Programs.**

Instructions:

Table C-3 asks for the number of *schoolwide programs* serving migrant students—both those which do combine Title I, Part C, funds in the *schoolwide* and those which do not. In the first column, enter the number of schoolwide programs that serve migrant students, regardless of whether they combine Title I, Part C, funds. In the second column, enter the number of schoolwide programs that serve *migrant students* and combine MEP funds.

Table C-3 Schoolwide Programs Serving Students Eligible for the Migrant Education Programs		
	Number of *schoolwide* programs that serve *migrant students*	**Number of *schoolwide* programs that combine MEP funds**
Number of *Schoolwide* Program Sites (*regular term* and *summer term*)		

C-4. Participation in Title I by Type of Service

Instructions:
Table C-4 asks for the number of students receiving particular services funded by ESEA, Title I in programs <u>other than</u> *schoolwide programs,* that is, *targeted assistance schools (TAS)*

Special Instructions for Title I, Part C:
This table asks for the numbers of children in regular and summer or *intersession* programs who participated in instructional or support activities in non-schoolwide programs that were funded in whole or in part by the MEP, whether *enrolled* in Title I, Part A, *targeted assistance schools*, non-Title I, Part A schools, or programs that are not school-based. DO NOT count students in a term during which they were served through *schoolwide programs* that were supported with MEP funds/services.

For the "Other" category in both instructional services and support services, if you report a significant number of participants in this category and combine a variety of services in the single total, please attach an additional sheet with a break-out of the services provided with corresponding subtotals of participants.

Include participants who are eligible for services but not for funding purposes (*i.e.*, students ages 0-2, students receiving services for the year after their eligibility lapses when no other services are available, and students previously eligible in secondary school and receiving credit accrual services).

<u>Instructional Services</u>. For each listed instructional service, enter the number of *migratory students* by school term who participated in MEP-supported services. Count a child only once for each type of instructional service in which he or she participated during each term (*i.e.*, do not count the number of service interventions, such as tutorial sessions in a given subject, per child). A student who participated in both a *regular term* and a summer/*intersession* term should be counted separately, once in each column.

<u>Support Services</u>. For each listed support service, enter the number of students by school term who participated in MEP-supported services. Count a child only once for each type of support service in which he or she participated during each term. (*i.e.*, do not count the number of service interventions, such as doctor visits, per child). A child who partic ipated during more than one term should be counted separately, once in each column.

Table C-4
Participation in Title I by Type of Service

Program	Title I, Part A		Title I, Part C		Title I, Pt. D
	Public *TAS*	**Non-Public**	**Regular Term**	**Summer/ *Intersession***	**Sub-part Level 2 Programs**
	Number of Students	**Number of Students**	**Number of Students**	**Number of Students**	**Number of Students**
Instructional Services					
Reading /Language Arts					
English for LEP children (ESL)	▓	▓			▓
Mathematics					
Science					
Social Studies					
Vocational/Career	▓	▓			
Other (specify):					
Support Services					
Supporting *Guidance / Advocacy*[3]					
Prevention Education	▓	▓	▓	▓	▓
Social Work, Outreach or *Advocacy*	▓	▓			▓
Health, Dental and Eye Care					
Transportation	▓	▓			▓
Other (specify):					

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[3] Note : For Title I, Part A, "Supporting Guidance" is to include Social Work

C-5. Participation in Title I, Parts A and Part C, by Grade

Instructions

For a student who participates in services at more than one grade level in a single term, such as a student who is promoted from one grade to another in a year-round school during the reporting period, or a student in a traditional term who is advanced a grade, count the student in the grade in which he or she spent the majority of the reporting period. Count summer/intersession students in the appropriate grade based on the *promotion date* definition used in your state (see glossary).

At the bottom of the table please indicate the total 12-month student count as well as the total summer/ intersession student count. The student counts reported in this section will be used, along with other data, to develop annual estimates of the number of full-time equivalent students who resided in each state at any time during the reporting period, as well as those who were served in special summer or *intersession* programs.

Special Instructions for Title I, Part A

Participation by grade and by public, private and local neglected is to be reported as *unduplicated* counts; whereas participation of limited English proficient students will be a duplicated count. Enter the number of participants by grade in Title I public targeted assistance programs (TAS), Title I *schoolwide programs (SWP)*, private school students participating in Title I programs, and students served in Part A local neglected programs. Include in the LEP column those limited-English proficient (LEP) students— identified as LEP using your state's definition—who participated in public, private and local neglected Title I programs.

Special Instructions for Title I, Part C

Enter the number of *migrant children* by grade level and school term who participated in instructional or support services during either the *regular*, summer or *intersession* terms. A child who participated in both *regular* and summer or *intersession terms* should be counted twice--once in each appropriate column. Count students in both non-schoolwide and *schoolwide* programs that are supported with MEP funds/ services. Additionally, if a student participates in both Title I, Part A, and Title I, Part C, please include the count in both columns.

	Title I, Part A					Title I, Part C	
	Public *TAS*	**Public** *SWP*	**Private**	**Local Neglected**	**LEP**	*Regular Term*	**Summer/ Intersession**
Ages 0-2							
Ages 3-5							
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
Ungraded							
Out-of-school							
TOTALS							

Table C-5
Participation in Title I, Parts A and C, by Grade

C-6.   Participation in Title I, Part C, under certain special provisions

Table C-6 **Participation in Title I, Part C, under Certain Special Provisions**			
	Regular Term	**Summer/ Intersession**	**Total served (undup)**
Count of students served who have a priority for services under Section 1304 (d) of the ESEA (those whose schooling has been interrupted and who are failing or at risk of failing to meet state standards)			
Count of students whose eligibility ended prior to the beginning of the performance period, but for whom services were continued as allowed under Section 1304 (e) (2) and (3) of the ESEA			

C-7. **Title I, Part C, count of children <u>eligible for funding purposes</u>**

> **Instructions**
> On the first line of the table, enter the *unduplicated* number of eligible children ages 3-21 who, within 3 years of making a qualifying move, resided in the state for one or more days during the period September 1 - August 31 of this reporting year. This figure is different from the data reported in the above sections, as those reported under C-7 include eligible students who may not have participated in MEP services, and exclude participants who are not counted for funding purposes, such as students served in the year after their period of eligibility has expired when other services are not available to meet their needs, previously eligible secondary-school students who are receiving credit accrual services, and children ages 0-2.
>
> On the second line of the table, enter the *unduplicated* number of eligible children ages 3 – 21 who, within three years of making a qualifying move, were served for one or more days in an MEP-funded project conducted during either the summer term or during *intersession* periods that occurred within the period September 1 – August 31 of this reporting year. Count a child who moved to different schools within the state and who was served in both traditional summer and year-round school *intersession* programs only once. This figure is different from the data reported in the above sections, as those reported under Item C-7 exclude participants who are not counted for funding purposes, such as students served in the year after their period of eligibility has expired when other services are not available to meet their needs, previously eligible secondary-school students who are receiving credit accrual services, and children ages 0-2.

Table C-7 Title I, Part C, Count of Children Eligible for Funding Purposes	
	Number of Students
12-Month Count of Students Eligible for Funding Purposes:	
Summer/Intersession Count of Participants Eligible for Funding Purposes:	

C-8. **Identify the award process for Title I, Part D, Subpart 2 Local Agency Programs for At-Risk Children and Youth.**

Table C-8 Participation in Title I, Part D, Subpart 2 Local Agency Programs for At-Risk Children and Youth			
	Formula Grant	**Competitive Grant**	**Combination Grant**
Indicate the State Process Used to Award Subgrants			

C-9. Provide the number of school districts receiving funds and students receiving services under Part D, Subpart 2.

<table>
<tr><td colspan="3" align="center">Table C-9
School Districts Receiving Funds and Students Receiving Services under Part D, Subpart 2.</td></tr>
<tr><td></td><td align="center">School Districts Receiving Funds</td><td align="center">Students Receiving Dropout Prevention</td></tr>
<tr><td>Number Receiving Part D, Subpart 2 Funds/Services</td><td></td><td></td></tr>
</table>

C-10. State Agency Programs for *Neglected* or Delinquent Children and Youth

Instructions: Enter the number of state-operated or supported institutions or community day programs receiving Title I funds that serve (a) *neglected children* and youth, (b) delinquent children and youth, and (c) persons up to age 21 in adult corrections institutions. For each of these categories, also enter the number of students served in these institutions.

<table>
<tr><td colspan="4" align="center">Table C-10
State Agency Programs for
Neglected or Delinquent Children and Youth</td></tr>
<tr><td></td><td align="center">Neglected</td><td align="center">Delinquent</td><td align="center">Adult Correctional</td></tr>
<tr><td>Number of Institutions providing Title I services during the school year</td><td></td><td></td><td></td></tr>
<tr><td>Number of Participants</td><td></td><td></td><td></td></tr>
</table>

C-11. Number of institutions operating institution-wide programs authorized by Title I, Part D, Subpart 1, as defined in Section 1416, "institution-wide projects."

<table>
<tr><td>Number of institution-wide projects</td><td></td></tr>
</table>

C-12. Staff Information for Title I, Parts A and C

Instructions
Enter number of staff employed under selected programs. At the top of each column, provide the number of days that your state defines as a full-time equivalent (FTE)

Special Instructions for Title I, Part A
Enter the number of full-time equivalent staff funded by Title I during the regular school year by job category. Note that staff providing support services should only include non-clerical staff providing the support services listed in Table C12 of this report. For administrators and supervisors that service both *TAS* and *SWP* schools, report the *FTE* attributable to their TAS duties only.

Special Instructions for Title I Part C
For each school term, enter the number of *full-time-equivalent* staff whose salaries are paid by the MEP. Report FTE units by job classification. Define how many full-time days constitute one *FTE* for each term in your state. For example, one regular term FTE may equal 180 full-time (8 hour) work days, one summer term FTE may equal 30 full-time work days, and one *intersession* FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year. **Do not include staff employed in *schoolwide* programs that combined MEP funds/services with those of other programs.**

Table C-12
Staff Information for Title I, Parts A and C

Job Classification	Title I *TAS* FTE 1 *FTE* = ____ days	Title I, Part C (Migrant)	
		Regular Term FTE 1 *FTE* = ____ days	Summer/ *Intersession* FTE 1 *FTE* = ____ days
Administrators (non-clerical)			
Teachers			
Bilingual Teachers (ESL)	▓▓▓		
Teacher Aides			
Staff providing support services (non-clerical)			
Staff providing support services (clerical)			
Recruiters	▓▓▓		
Records transfer	▓▓▓		
Counselors	▓▓▓		
Linker/Advocates	▓▓▓		
Other (specify)			

C-13. Special Program Project Sites Supported with Title I, Parts A and C, Funds

Instructions
Enter the number of project sites, by type and term. Count both *schoolwide* and non-schoolwide programs.

Special Instructions for Title I, Part A
Title I, Part A, extended-time instructional programs should include before or after school, weekend, and summer-school programs, but exclude pre-school or club activities.

Special Instructions for Title I, Part C
Report separately both the overall number of Title I, Part C-funded project sites that operate only during the regular school term, and the subset of those projects which provided extended-time services. Note that the calculation of total projects should not include the subset of regular-term extended-time project sites.

Table C-13 Special Program Project Sites Supported with Title I, Part A, and Title I, Part C, Funds		
Project Sites	**Title I, Part A**	**Title I, Part C**
Extended-Time Instructional Programs		
Regular-Term Only Project Sites		
Regular-Term Extended-Time Project Sites		
Summer/*Intersession-Term* Only Project Sites		
Multi-Term Projects		
LEAs Providing Family Literacy Services		
Total Projects		

Glossary for Section C (Title I)

Administrator
A staff person who plans and oversees the general execution of federal program projects at the state or local level, and is paid in full or in part with federal program funds. Examples include a state director, principal, or local project director.

Advocacy
See "outreach."

Counseling
Activities, usually employing psychological methods, designed to enhance educational or personal development, prevent life problems, or handle personal crisis situations. Counseling activities are normally conducted directly with individual students or small groups of students.

Disabled Students
Students for whom an Individual Education Plan (IEP) has been written.

Enrolled
The term "enrolled" is used generally to refer to enrollment of a child in any school program supported with federal program funds.

Extended-time
Any method of federal program-sponsored (including schoolwide program) service instructional delivery that extends the total hours of a school day, week or regular approach term beyond that which would otherwise be available for learning. This category would include early-morning and after-school programs; evening programs and other programs that alter the school schedule to accommodate migratory student schedules; Saturday programs; and other programs that extend the time for learning outside of the traditional "9:00-3:00" school day. Methods that substitute one type of learning time for another within the traditional school day, such as pull-outs or in-class tutoring, are not considered extended-time instructional approaches for purposes of this report.

Full-time Equivalent (FTE)
The amount of time a person performs federal program duties <u>and</u> is paid by the equivalent (FTE) federal program, as a percentage of a full-time work year (as defined by your state) for the regular term, and as a percentage of a full-time summer-school or intersession program (as defined by your state) for the summer or intersession periods. If your state does not define a full-time summer-school session, define it yourself.

For example, if your state defines a full-time work year as 180 days and a teacher works the full regular term for the federal program, that teacher would be reported as 1.0 FTE for the regular term. (Another teacher who worked only 18 days during the regular term would be reported as 0.1 FTEs.) If that same teacher also taught 30 days during the summer term for the federal program, and 30 days represents a complete summer session in your state, you would report a 1.0 summer-school FTE for that teacher under the summer column. If the teacher taught for 30 days in summer school, but worked only half days, you would report 0.5 FTEs under the summer column. Record all FTE entries to the nearest tenth, e.g., 1.0, 0.7, 0.5, <u>not</u> 0.75. See Q37 for information on prorating FTEs for staff who perform federal program duties or are paid by the federal program for only a portion of their work schedules.

Guidance
See "counseling."

Homeless students
Homeless students are defined as individuals who lack a fixed, regular, and adequate nighttime residence.

Intersession
For schools on a year-round calendar, an intersession term is the aggregate of all those periods throughout the year when the school (or part of the school) is not in session or not providing the annual instruction analogous to the traditional school-year regular term only. Even though the intersession periods occur at different times throughout the year, for the purposes of this report, those periods are all considered a single term. Thus, a student who participates in intersession programs in October, February, and June would be counted as participating in one intersession term (not three).

Linker/advocate
A type of counselor who ensures that participating migrant children and their families are aware of and enrolled in all educational and support services to which they are entitled, both inside and outside the school setting.

Migrant student/child; Migratory student/child
Means a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the proceeding 36 months, in order to, obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another, or from one administration area to another in a single school district state, or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence for fishing purposes.

Neglected students
Neglected students are defined as students who have been placed—under applicable state law—in a public or private residential facility (other than a foster home) or in a community day program for neglected children and youth due to abandonment, neglect, or death of their parents or guardians.

Other staff
All staff not counted in remaining staff categories in the staffing section of the performance report. These might include curriculum specialists, water safety instructors, lifeguards, vocational specialists, custodians, childcare workers, or other types of workers. See "support services staff (not above)" in glossary to differentiate that category from "other" staff.

Out-of-school
Out-of-school youth may include, for example, drop-out students or youth those working on a GED outside of a K-12 institution. It does not include preschoolers, who are counted by age grouping.

Outreach
Coordination activities with parents, other family members, teachers, service agencies, and others designed to ensure that migrant children and families receive the full range of services available to them.
 Activities include but are not limited to:
- school-home linkage
- regular education program linkage
- social service linkage
- interstate linkages

Participant
The term "participant" refers to a migratory child who has been determined eligible for the federal program <u>and</u> who receives some type of assistance from the federal program beyond identification and recruitment, inclusion in statewide or local needs assessment, records transfer, or activity insurance. The assistance may include, but is not limited to, the following types of services: referral to other services, direct provision of instructional services, counseling, health services, school advocacy, and other types of support services. Note that in ITEM A1, all children eligible for funding purposes, not just participants, are to be reported.

Private school participants
Private school participants are those that received Title I services and who attend religiously affiliated schools or non-religiously-affiliated non-public schools.

Project sites
A project site is a central point, frequently a school building, where people come together to receive or provide services. A site may also be a sending office which coordinates outreach activity not actually performed in the central location. For example, an office at which recruiters or social workers who visit homes or camps are based would most likely be counted as the single project site, rather than counting the individual homes or camps as project sites.

Promotion date
A child is considered as promoted to the next grade for performance report purposes according to the definition used in your state or district. If this occurs at the end of the regular term, a child participating in the third grade from September to June would be considered in the fourth grade during summer school in July.

Records transfer staff
Staff responsible for entering, retrieving or sending student records from or to another school or student records system.

Recruiter
A staff person responsible for identifying eligible migrant children in the federal program.

Regular school term
For schools that operate on a traditional calendar, the regular school term is the period from the beginning of school in your state in the fall to the end in the spring, generally from September to June. For schools that operate on a year-round schedule without a traditional long summer break, the regular school term is the aggregate of all those periods throughout the year when the school (or part of the school) is in session providing the annual amount of instruction analogous to the traditional school-year regular term.

Reporting year
The reporting year is from September 1 - August 31. In all other portions of the report, for programs that operate on a traditional school-year calendar, the reporting year consists of the full regular school term (normally beginning in August or September) and the subsequent summer term. For programs that operate on a year-round calendar, the reporting year consists of the 12-month period beginning with the term or inter-session that starts closest to September 1.

Schoolwide Program (SWP)
As provided under Section 1114 of the ESEA, a school which operates a program to upgrade the entire instructional program for all children. Note that SWP schools in their planning year should not be included in the count of those which operate a SWP, bur rather included in the TAS counts.

Social work
See "outreach."

Students with disabilities
Students with disabilities are those students for whom an individual educational plan (IEP) has been written.

Summer term
Any period of time in a locality that operates a traditional-calendar school year when the regular term of that school year is not in session and a federal program-sponsored instructional program is offered. Year-round schools, for the purposes of this report, are not considered to have summer terms. Any break in the regular term of a year-round school is considered an intersession term, regardless of what season of the year in which it occurs.

Support services
Those staff not already specified and counted in other staffing staff (not above) categories who were involved in providing the services listed in the support services section of the performance report, such as bus drivers providing pupil transportation, nutritionists and cafeteria workers providing nutrition services, a nurse providing health services, or a counselor providing guidance counseling.

Targeted Assistance School (TAS)
A school that provides Title I services, as provided under ESEA, § 1115, only to those determined to be at greatest risk of failing or having failed to meet state standards

Teacher
A classroom instructor who is licensed and meets any other teaching requirements in the state.

Teacher aide
An assistant in the classroom who is not licensed or qualified as a teacher, but who is qualified according to state definitions to assist a teacher.

Transportation
Costs or the salary of the person providing transportation for migrant children, consider affected children as participants in the federal program. For example, children participating in field trips or who ride busses to school (in the summer), or taxis to the doctor would be counted.

Unduplicated
A count in which a given student or staff member is represented only count once in a single category. All counts contained in specific sections of the report are to be unduplicated. How students and staff should be counted in each section of the performance report is explained in Q5 of the Q & A appendix.

Ungraded
A child is ungraded if the school has an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

Section D

GOALS 2000, TITLE III
SUPPORT FOR STATE AND LOCAL REFORM

Instructions

Item D-1 requires certain information for each Goals 2000 subgrant awarded.

<u>LEA Subgrantees</u>. Identify by name and NCES ID code.

<u>Type Information.</u> Categorize as local reform, professional development, teacher preservice, multi-service [if more than one service], or other [please specify the type].

<u>Consortium Information</u>. If an LEA is part of a consortium and <u>not</u> the fiscal agent for that consortium, please identify it as a consortium participant and identify its fiscal agent. If an LEA is part of a consortium and acting as the fiscal agent for a consortium, please identify it as a consortium participant and a fiscal agent.

The required information may be provided in any format. The form on the following page is provided for the state's convenience. If, however, the SEA finds the form burdensome, it may provide the following information in whatever format is available.

D-1.   For each Goals 2000 subgrant awarded, provide the following:

- Complete list of LEA names receiving Goals 2000 subgrants

- Goals 2000 subgrant funding amounts for each LEA

- Goals 2000 subgrant type for each LEA (See instructions above.)

- Goals 2000 subgrant *consortium* information (See instructions above.)

Sample Reporting Format for Item D-1, Goals 2000 subgrants:

Goals 2000 Subgrantee Information										
NCES ID Code	**LEA Name**	**County**	**Amount**	**Local Reform**	**Prof. Dev.**	**Presrvc.**	**Multi-Srvc.**	**Other**	**Specify:**	*Consortium*

Section E

ESEA, TITLE VI INNOVATIVE EDUCATION PROGRAM STRATEGIES

Instructions

Section 6202 (a) (2) (A) of Title VI requires states to submit to the Department a biennial report regarding the use of Title VI funds, the types of services furnished and the number of students served. Indicate the participation and planned allocation of funds for each of the Innovative Assistance Programs. On the following pages two tables are provided—one for State programs and one for local programs.

Note that on the local form, line 9 provides an area to address other program areas to which Title VI funds have been allocated, such as schoolwide programs and other areas consistent with comprehensive school reform.

As a supplement to the report form please consider including a narrative discussion of how the systemic reform initiatives for which Title VI have worked in conjunction with other reform activities, including Goals 2000 and statewide initiatives. The proposed narrative might also include a discussion of the extent to which these activities are working together to raise educational standards and performance. Finally, where possible, please elaborate on the types of students served by providing such information as grade level, urbanicity, school size and family income.

DRAFT

E-1. **Participation and Planned Allocation of <u>State-Level Funds</u> under Title VI, Section 6301**

State	Public LEAs			Private Schools		
	Planned Allocation	**Number of Students**	**Number of Staff Receiving Training**	**Planned Allocation**	**Number of Students**	**Number of Staff Receiving Training**
1. Technology related to the implementation of school-based reform programs, including professional development to assist teachers and other school officials regarding how to use effectively such equipment and software.						
2. Programs for the acquisition and use of instructional and educational materials, including library services and materials (including media materials), assessments, reference materials, computer software and hardware for instructional use, and other curricular materials which are tied to high academic standards and which will be used to improve student achievement and which are part of an overall education reform program; 　a. Instructional/educational materials and library/media services						
b. Computer software and hardware						
c. Other curricular materials and assessments						
3. Promising education reform projects, including effective schools and magnet schools.						
4. Programs to improve the higher order thinking skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school.						
5. Programs to combat illiteracy in the student and adult population, including parent illiteracy.						
6. Programs to provide for the educational needs of gifted and talented children.						
7. School reform activities that are consistent with the Goals 2000: Educate America Act						
8. School improvement programs or activities under sections 1116 and 1117 of ESEA Title I (assessment and school improvement initiatives).						
• 　Administration (Direct and Indirect Costs)						
• 　Technical Assistance						
9. Support for planning, designing, and initial implementation of charter schools as described in ESEA, Title X, Part C						
Totals						

DRAFT

E-2.   Participation and Planned Allocation of <u>Local-Level Funds</u> under Title VI, Section 6301

Local	Public LEAs			Private Schools		
	Planned Allocation	Number of Students	Number of Staff Receiving Training	Planned Allocation	Number of Students	Number of Staff Receiving Training
1. Technology related to the implementation of school-based reform programs, including professional development to assist teachers and other school officials regarding how to use effectively such equipment and software.						
2. Programs for the acquisition and use of instructional and educational materials, including library services and materials (including media materials), assessments, reference materials, computer software and hardware for instructional use, and other curricular materials which are tied to high academic standards and which will be used to improve student achievement and which are part of an overall education reform program; a. Instructional/educational materials and library/media services						
b. Computer software and hardware						
c. Other curricular materials and assessments						
3. Promising education reform projects, including effective schools and magnet schools.						
4. Programs to improve the higher order thinking skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school.						
5. Programs to combat illiteracy in the student and adult population, including parent illiteracy.						
6. Programs to provide for the educational needs of gifted and talented children.						
7. School reform activities that are consistent with the Goals 2000: Educate America Act						
8. School improvement programs or activities under sections 1116 and 1117 of ESEA Title I (assessment and school improvement initiatives).						
9. Planning, designing, and initial implementation of charter schools as described in ESEA, Title X, Part C						
10. Other (specify) _____						
• Administration (Direct and Indirect Costs)						
Totals						

Section F

TITLE I, § 1502
COMPREHENSIVE SCHOOL REFORM
DEMONSTRATION PROGRAM (CSRD)

Background

The Comprehensive School Reform Demonstration (CSRD) Program provides start-up funding to schools to implement research-based, comprehensive school reform approaches that employ innovative strategies and proven methods, and that emphasize basic academics and parent involvement. Through the development and implementation of a schoolwide plan, schools are expected to coordinate resources for effective schooling and align instruction, assessment, classroom management, and professional development to enable all students to meet challenging state standards. In addition, all CSRD sites must receive technical support from an external partner with expertise in schoolwide reform, and evaluate both the implementation of school reforms and impact on student achievement. The CSRD program is intended to demonstrate how schools, particularly Title I schools, can combine and use federal, State, and local resources more effectively to support comprehensive improvements, rather than piece-meal, fragmented reform activities.

This performance report seeks information from the SEA about the use of funds under the Comprehensive School Reform Demonstration Program and the progress of each State in implementing and evaluating the CSRD program. In general, items covered in the performance report address those areas that are of central importance to CSRD program administration and evaluation, and that are not expected to be gathered via the database maintained by the Southwest Education Development Laboratory (SEDL) or through other aspects of the national evaluation of the CSRD program. The questions are designed to provide information in the following key areas: progress of school reform plan implementation and school-level impact on student achievement; State administration and evaluation of the CSRD program; and the broader impact of the CSRD program in each State.

Purpose

This report serves a number of purposes, including:
- Obtaining current information on CSRD subgrant awardees and school progress;
- Updating information submitted in the original State application;
- Addressing areas covered by the CSRD Program's Annual Performance Plan.
- Providing an opportunity for States to assess progress in implementing and evaluating the CSRD program and to share information about the impact of the CSRD program in helping students achieve to high standards.

DRAFT

F-1.   School Implementation Progress and Continuation Awards to Subgrant Recipients

a.   Provide the specific criteria the SEA used in determining whether or not sites made substantial progress as defined under the legislation, and therefore qualified for continuation funding.

b.   Describe the extent to which CSRD schools are meeting benchmarks and objectives outlined in their subgrant applications or other school plans.

c.   List schools for which CSRD subgrant awards have been discontinued. Please indicate reason for discontinuation: (a) Failure to meet criteria for substantial progress; (b) School elected not to continue reform effort; or (c) Other – please specify. Please summarize how the remaining funds will be allocated.

F-2.   Achievement Impact

a.   School Accountability

Information submitted to the Southwest Educational Development Laboratory (SEDL) database indicates which CSRD schools were identified as in need of improvement under 1116(c) of the ESEA and/or as low-performing according to state accountability measures at the time of their award. Are there CSRD schools that have been removed from Title I school improvement or state low-performing status due to performance gains since the inception of CSRD? Are there sites previously not identified that have now been added to school improvement status due to declining performance? Please include a list of any sites for which school improvement status has changed under 1116(c) of the ESEA and a list of any sites for which school improvement status has changed according to state criteria for low-performing schools.

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Instructions for item F-2b:

In the item on the following page, states are to report assessment results for CSRD schools as measured through state accountability systems. States that do not yet have final assessments in place should report results from whatever transitional assessment they are currently using.

Because many states are in a transitional phase, this report provides states the flexibility to submit assessment information available at this time in the format they determine is most appropriate. A template is offered as a guide or sample reporting format that states can adapt to their own assessments and strategies for analyzing data.

The following items are requested:

- **Subject of assessment**. Enter student assessment results on the percentage of students meeting performance levels in reading or language arts and in mathematics. States that assess in other subjects may provide these results as well. Data on student assessment results should be presented in **separate** charts or columns according to academic subject.

- **Proficiency levels**. Report assessment results according to the state's existing performance levels and **provide a brief description of the proficiency levels used.** States with assessments in place that are aligned with the state's content and performance standards, and that include at least three levels of student proficiency (partially proficient, proficient, and advanced) should report the percentage of students in each category who are at each proficiency level. States that use a wider range of proficiency levels or that are in a transitional phase may modify the format accordingly.

- **Grade level.** Provide assessment results for each grade level used for Title I accountability purposes. Report separately for each grade level reported and include a brief description of any grade-specific information related to assessment results, such as academic subjects tested or proficiency levels used in secondary schools.

- **Years of data**. The years of data to be reported include the current year or years of implementation as well as the preceding year, which serves as a baseline**.**
    (a) In the report that is due Dec. 1, 2000 and covers school year (SY) 1999-2000:

    For schools awarded between July 1, 1998, and June 30, 1999, report **three years of data**: SY1997-1998, SY1998-1999, and SY1999-2000

    For schools awarded between July 1, 1999 and June 30, 2000, states should report at least **two years of data**: SY1998-1999 and SY1999-2000

    States may report three years of data, if available, for **all** CSRD schools, regardless of when subgrant awards were made.
    (b) In the report that is due Dec. 2, 2001 and covers SY 2000-2001:
        i. Report SY 2000-2001 data on CSRD schools that were awarded before July 1, 2000. [Student performance data for previous years is available in the prior report.]
        ii For new CSRD awards, if any, made after July 1, 2000, report baseline data from the 1999-2000 school year in addition to the 2000-2001 data.

- **State assessment system.** Provide any descriptive information necessary to understand the assessment results, including whether or not the state assessment system has been substantially changed in ways that affect comparability of data over time since the baseline year.

An optional template including the requested categories is found on the following page. If States are unable to report on the impact of CSRD programs using the categories requested, please describe in other ways the impact that CSRD programs in your state are having on student achievement.

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b. **Student Performance Data**

What information does the SEA have to demonstrate the extent to which, in CSRD schools, student performance on the State assessment in core subjects such as reading and math has improved since implementation began? Provide student performance data on the percentage of students in individual CSRD schools meeting the performance levels on the state assessment. Include all of the following:

- Subject of assessment
- Proficiency levels
- Grade level
- Multiple years of data
- Description of state assessment system

 The tables on the following page provide a suggested format for responding to this item.

DRAFT

Sample reporting format for question F-2b for one subject at one grade[4]

CSRD Student Performance for December, 2000 Report, Covering School Year 1999-2000 Student Proficiency in _____ [Reading/Math] in _____ [Grade]																
School Name	**LEA/ District**	**Award Date**	**School Improve- ment Status**	**Percentage of students by Proficiency Level 1997-1998**				**Percentage of students by Proficiency Level 1998-19998**				**Percentage of students by Proficiency Level 1999-2000**			
				#1	**#2**	**#3**	**#4**	**#1**	**#2**	**#3**	**#4**	**#1**	**#2**	**#3**	**#4**

CSRD Student Performance for December, 2001 Report, Covering School Year 2000-2001 Student Proficiency in _____ [Reading/Math] in _____ [Grade Level]												
School Name	**LEA/ District**	**Award Date**	**School Improve- ment Status**	**Percentage of Students by Proficiency Level 1999-2000[5]**				**Percentage of Students by Proficiency Level 2000-2001**			
				#1	**#2**	**#3**	**#4**	**#1**	**#2**	**#3**	**#4**

---

[4] Use a different chart or table for each academic subject and each grade.

[5] In the December, 2001 report, data for 1999-2000 is required only for new CSRD awards, if any, that have been made after July 1, 2000.

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F-3.　Impact on School Reform/School Improvement Program Administration

a.　Describe the impact of the CSRD program on the nature of technical assistance and support provided to schools receiving Title I funding in the state, especially schoolwide programs and schools identified for school improvement or corrective action.

b.　How is the SEA integrating the framework of CSRD into other state-level standards-based reform programs and activities? Examples might include: required use of an external partner or model, incorporation of the nine criteria of the CSRD legislation in a program grant application or in school improvement plans, or use of the CSRD continuum of evidence of effectiveness for evaluating proposed school improvement programs.

c.　Describe any other impacts of the CSRD program that the SEA judges to be significant with respect to school reform and school improvement program administration at the state and District levels.

F-4.　Technical Assistance

Describe primary technical assistance activities in support of CSRD schools conducted by the SEA and its partners (e.g., regional educational laboratories, comprehensive centers, education organizations) over the course of the reporting school year.

F-5.　Evaluation and Dissemination

a.　Describe primary findings of the SEA evaluation of CSRD-funded activities during the reporting school year.

b.　Describe SEA activities to disseminate findings from the SEA evaluation and other information about effective comprehensive reform efforts to CSRD schools, as well as to other schools in the state (such as Title I and low-performing schools) that have an interest in comprehensive, research-based reform efforts.

Section G:

1999 APPROPRIATIONS ACT, §307 CLASS-SIZE REDUCTION (CSR)

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G-1. **Number of LEAs participating in the Class-Size Reduction Program:**

Table G-1	
The number of LEAs in your state that participate in the CSR program and are <u>not</u> part of a consortium	
The number of LEAs in your state that participate in the CSR program through consortia	
The number of LEAs in your state that do not participate in the CSR program	
Total number of LEAs in the state **[This should equal the sum of the other entries in this table]**	

G-2. **Program Expenditures:**

Table G-2	
Total amount spent on recruiting, hiring, testing and training new teachers	$
Total amount spent on providing professional development to teachers	$
Total amount spent on administrative expenses at the LEA level	$
Total amount carried over or undistributed at the SEA level	$
Total CSR allocation for the SEA **[This should equal the sum of the other entries in this table.]**	$

G-3. **Teachers hired with CSR funds:**

a.   Certification Status

Table G-3a	
Total number of fully certified teachers hired in all LEAs with CSR funds	
Total number of teachers in programs leading to full certification hired in all LEAs with CSR funds	
Total other teachers hired with CSR funds (please explain)	
Total number of new teachers hired in all LEAs with CSR funds **[This total should equal the sum of the other entries in this table.]**	

b.   Grades targeted

Table G-3b	
Total number of teachers hired for grades 1-3	
Total number of teachers hired for other grades	
Total CSR allocation for the SEA **[This should equal the entry in the last row of Table 3a.]**	

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c.   Types of Teachers Hired

Table G-3c	
Total number of regular teachers hired	
Total number of Special Education teachers hired	
Total Teachers Hired **[This should equal the entry in the last row of Table G-3a.]**	

d.   Status of Teachers Hired

Table G-3d	
Total number of full-time teachers hired	
Total number of part-time teachers hired	
Total Teachers Hired **[This should equal the entry in the last row of Table G-3a.]**	

G-4.   Statewide class size in grades one through three; please use the definition of class size as found in the "Guidance for Class-Size Reduction Program."

Table G-4 Statewide Class Sizes			
	Grade 1	**Grade 2**	**Grade 3**
Estimated Class Size for 1999-2000 school year <u>without</u> the use of CSR funds			
Actual Class Size for 1999-2000 school year <u>with</u> the use of CSR funds			

Section H:

ESEA, TITLE II, PART B
EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM

DRAFT

Instructions
Generally, this section of the Consolidated Report addresses all of Part B of the Title II Eisenhower Professional Development Program—the SEA program and its subgrantees and the SAHE program and its subgrantees. Under the SEA program, both activities supported with the state-level set aside and activities supported with the LEA subgrants are included. Words that appear in the glossary below are italicized in the items.

Glossary for Title II Eisenhower Program
(Words in this glossary are italicized in the items.)

Baseline data
Data that reflect the state of affairs at the inception of the program or during the first year for which the State had performance data. The *baseline data* represent the beginning standards against which future progress can be measured.

Consortium (plural: consortia)
Group of LEAs that jointly receive the LEA allocations under Title II, § 2204

Data sources
Places where information relevant to the performance indicators can be obtained. Generally, some relevant data can be found in existing sources such as reports and documents. In other cases, new data (*e.g.*, interview or survey data) will need to be collected.

Goals
General statements of program intent. The federal goal for the Eisenhower Program is "to improve the quality of classroom instruction through professional development."

IHE
Institution of higher education

NPO
Non-profit organization

Participation
One person's involvement in one Eisenhower-funded activity which may be for multiple days. Note: A person attending two distinct activities would be counted as two participations.

Performance Indicators
Measures designed to provide data to indicate the extent to which a specific program objective is achieved.

Performance Objectives
Specific statements of desired outcomes that will eventually lead to the attainment of the program's goals.

Poverty level
Level is calculated as the percentage of students eligible for free or reduced-price lunch.

SAHE
State Agency for Higher Education

Schoolwide Program
The operation of a school under the provisions of ESEA Section 1114, through which funds from various programs can be combined with each other and with the school's local resources under certain conditions and when appropriate planning requirements are met.

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H-1. LEA Subgrants in the Eisenhower Program

Instructions

This item asks for information about participation and non-participation of LEAs in LEA subgrants under the SEA portion of Eisenhower. The total of the three categories should sum to the total number of LEAs in your State.

Identify the number of LEAs in your state by the following participation categories:

Table H-1 LEA Participation in Eisenhower Program	
Category of LEA Participation in Eisenhower Program	**Number of LEAs**
Receive Eisenhower subgrants directly/individually (not through *consortia*)	
Participate in Eisenhower through *consortia*	
Do not participate in Eisenhower	
Total	

H-2. Use of Eisenhower Funding Through *Schoolwide Programs* under ESEA § 1114.

   a. How many schools combine Eisenhower funding into their *schoolwide programs*?

   _____ schools

   b. Of the Eisenhower funding subgranted to LEAs, what is the total amount of funding ($) in the state that schools combined with other funds and expended through *schoolwide programs*?

   $_____ of Eisenhower funding

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Instructions

Note: Item 2 (on the previous page) is the only item in this section that accounts for Eisenhower funding that is incorporated into *schoolwide programs.*

The subsequent items of this section address the activities supported, in whole or in part, with Eisenhower funding that was <u>not</u> incorporated into a schoolwide project.

The next three items ask for categorization of "*participations*" in activities along certain characteristics. [Please note the definition of "*participations*" in the Glossary on p 53.] In the items, *participations* are categorized by:

- *Poverty level* of the school the participant works in;
- Time period over which the activity took place (duration), and
- Contact hours of the professional development (intensity).

In each case the state is to report these data separately for each part of the Eisenhower Program:

- Activities supported (in whole or in part) by the SEA state-level set-aside funds
- Activities supported (in whole or in part) by LEA subgrants (including *consortia*, but NOT including funding pooled into a *schoolwide program*)
- Activities supported (in whole or in part) by *IHEs* or *NPOs* with subgrants under the *SAHE* portion of the Eisenhower program

H-3. **Complete the table to indicate the number of *participations* categorized by the *poverty level* of the participant's school.** (See glossary on p. 53 for definition of *participations*.)

Table H-3 Eisenhower *Participations* Categorized by *Poverty Level*			
Poverty Level of School of Participant	**Number of *Participations* in Activities supported with the SEA State-level set asides**	**Number of *Participations* in Activities supported with LEA subgrants**	**Number of *Participations* in Activities supported with the SAHE portion of the program**
From schools classified as low poverty (*Poverty levels* below 35%)			
From schools classified as medium poverty (*Poverty levels* above 35% below 50%)			
From schools classified as high poverty (*Poverty levels* above 50% below 75%)			
From schools classified as very high poverty (*Poverty levels* above 75%)			
TOTAL			

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H-4. **Complete the table to indicate the number of *participations* categorized by the time period over which activities took place (duration).** (See glossary on p. 53 for definition of *participations*.)

Table H-4			
Eisenhower *Participations* by Time Period of Activities			
Time Period Over Which Activities Took Place	**Number of *Participations* in Activities supported with the SEA State-level set asides**	**Number of *Participations* in Activities supported with LEA subgrants**	**Number of *Participations* in Activities supported with the *SAHE* portion of the program**
One day or less			
More than one day, but within a single week			
More than one week, but within one month			
More than one month, but less than 3 months			
More than 3 months			

H-5. **Complete the table to indicate the number of *participations* categorized by the number of contact hours of the professional development (intensity).** (See glossary on p. 53 for definition of *participations*.)

Table H-5			
Eisenhower *Participations* by Contact Hours			
Number of Contact Hours	**Number of *Participations* in Activities supported with the SEA State-level set asides**	**Number of *Participations* in Activities supported with LEA subgrants**	**Number of *Participations* in Activities supported with the *SAHE* portion of the program**
Less than 3 hours			
Between 3 and 6 hours			
Between 7 and 18 hours			
Between 19 and 30 hours			
Between 31 and 40 hours			
Between 41 and 80 hours			
More than 80 hours			

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H-6.   Progress in meeting Professional Development Standards and Targets

> **Instructions**
>
> Through a previously required Triennial Report, each State submitted objectives and indicators aligned with the U.S. Department of Education's four key performance objectives and indicators for the Eisenhower Professional Development Program. *Baseline data*, benchmarks, strategies and *data sources* were submitted. States are now requested to provide the progress of their professional development programs in meeting the standards and targets embedded in their *performance indicators*
>
> Please refer to the glossary on p. 53 for definitions for terms such as *baseline data, data sources, goals, performance indicator, etc.*
>
> You may submit these responses by attachments.

    a.   What are the *performance indicators* that the state used during program years covered by this report? For each indicator, provide data that show whether or not *benchmarks* were achieved for the indicator. Include only data since your last Triennial submission.

    b.   If *benchmarks* were not achieved, briefly describe your plan for mid-course corrections. Include new *baseline data*, strategies, *data sources* and benchmarks where needed.

    c.   If the state and local districts have achieved all or a portion of their *performance objectives* and *performance indicators* and plan to initiate new *performance indicators*, please describe and provide *baseline data*, strategies, *data sources* and benchmarks

Section I

ESEA, TITLE III
TECHNOLOGY LITERACY CHALLENGE FUND (TLCF)

Introduction and Purpose of the TLCF Section

Note: The TLCF performance report is collected entirely online at http://www.tlcfonline.com/. What follows in this document is the paper copy of the form and instructions. The format of the online version differs from the paper form, but the information collected is the same. The instructions are embedded in the online form as "Help."

This section of the Consolidated State Performance Report is intended to collect annual information that is reliable and of high-quality regarding the use of funds under the Technology Literacy Challenge Fund and the progress of each State towards meeting its goals for educational technology. We intend for it to serve as one instrument to collect information that will inform and provide an understanding of the national picture of educational technology as well as the impact of the TLCF. The explicit purposes for this section are:
- To provide data regarding the effect of the TLCF statute and program implementation;
- To determine the progress each State is making in regard to the four National Pillars (see the table on p. 66 for the text of the National Pillars);
- To provide an opportunity for States to gauge their own progress toward the fulfillment of their educational technology plans; and
- To update and expand State benchmarks and timelines for future technology planning and implementation.

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Item-by Item Instructions for the TLCF Section

The instructions for the TLCF section clarify items by providing 1) an explanation of the purpose of each group of items, 2) relevant citations of legislation, EDGAR, and performance indicators, and 3) additional instructions and suggestions and examples for responding to the items. The purpose of the items, pertinent citations and instructions are in slashed boxes. Each term italicized is defined in the glossary on p. 64. The TLCF items section (pp. 65-76) and this item-by-item instructions section are intended to be read side-by side.

I-1. Reporting Period

It is important that reporting across states is for the same period of time so that the activities for which performance is reported can be linked to the funds provided. Because, for a given fiscal year of funding, activities conducted at the local level occur in a timeframe later than those at the state level, the covered time periods for the subsections differ as indicated in the following table.

Report Due Date	Subsection of the TLCF Report	Covered Time Period
12/01/01	Sub-sec 1	10/01/00 – 9/30/01
	Sub-sec. 2	Activities occurring 10/01/00 – 9/30/01, regardless of fiscal year of funds
	Sub-sec. 3	Competitions occurring 10/01/00 – 9/30/01, grouped by competition and indicating the fiscal year of the funds (FY2000 or FY2001)*
	Sub-sec 4	Local activity resulting from awards of FY2000 funds regardless of date of competition
12/01/02	Sub-sec 1	10/01/01 – 9/30/02
	Sub-sec. 2	Activities occurring 10/01/01 – 9/30/02, regardless of fiscal year of funds
	Sub-sec. 3	Competitions occurring 10/01/01 – 9/30/02, grouped by competition and indicating the fiscal year of the funds (FY2001)*
	Sub-sec 4	Local activity resulting from awards of FY2001 funds regardless of date of competition

*Awards reported in the previous Consolidated Report should not be repeated.

I-2. Information on State Goals and Assistance

This section allows the U.S. Department of Education to collect information on specific items addressed in the TLCF legislation. It also provides information regarding State goals to allow the U.S. Department of Education to get a better understanding of the picture of educational technology nationwide and, through later analysis, estimate progress towards the four national pillars. Items specified below pertain to the Education Department General Administrative Regulations (EDGAR) 34 CFR 80.40, Section 3132 (a)(2)(A)(B), (b)(1)(A)(B), (b)(2) and Section 3133 (1) and (2) of Title III Subpart 2 of ESEA, and the U.S. Department of Education, education technology indicator: Private sector collaboration. (Private sector participation in planning, support and implementation of statewide education technology plans will increase).

Information in the table will help the U.S. Department of Education better understand the relationship of State goals to the four Pillars and provide a basis for work with individual States in carrying out their

plans for educational technology. It will also enable limited national reporting on States' assessments of their own progress, to the extent that the information is available.

2a.   [State Plan]

  i.   [State learning goals and benchmarks] No special instructions

  ii.   [Updates] No special instructions

  iii.   [Educational Technology Goals for the State]
  States with explicit goals, measures, benchmarks, and timelines should use this table to report on their progress as it relates to the four national goals. States without such means of gauging progress are strongly encouraged to develop and report on them. For column 3, the State should provide the date the baseline data was obtained; for column 4, the date the most recent comparable data was obtained and its status.

2b.   [Financial Plan]

  i.   Include all sources of non-federal state-level funding for elementary and secondary education, such as legislative funding (line items, educational trust funds), private foundation funding, or telephone company rate-payer settlements, etc., to provide a comprehensive view of statewide financial support for educational technology. Funding need not be under the control of the SEA to be listed.

  Column-by-column instructions:

  (1) [Source]

  For the source and its financing activity to be recorded on the table for a particular reporting period, the source must have taken the reported action sometime during the course of the reporting period. This action includes proposing legislation, appropriating funds, and making a commitment of funds (e.g., by a business).

  (2) [Amount]

  The total amount available from the source for the entirety of the period available.

  (3) [Period Available]

  The period that the amount is available for use; report format will be the beginning month and year and the ending month and year for the period of availability.

  (4) [Status]

  What the "amount" column represents with respect to the period available and the source as of the end of this reporting period. Possible responses would be:

  "enacted" if an authorization was enacted by legislature but unfunded,

  "commitment made" if funds were committed by a business but not available until a date after end of the reporting period,

  "year 1 of 1" or "year 2 of 5" if funds were appropriated by legislature or committed by a business and the period available falls within the reporting period,

  "proposed but defeated" if, for example, legislation was not enacted,

  "proposed and pending" if, for example, legislation is proposed but by the end of the reporting period no further action has been taken.

  (5) [Purpose and Restrictions]

  The type of activities and the amount of funds and how the funding level of a recipient is determined. Possible responses would be "technology professional development, $400/teacher," "general education improvement that could include spending on

educational technology, based on average daily attendance," etc.

    ii.   Identify non-monetary support such as that provided through Tech Corps, private foundations, and professional development bundled with software purchases.

2c.   [Technical Assistance]

The purpose of this section is to determine the extent to which technical assistance is targeted and tailored to particular kinds of districts. The particular kinds of districts are listed in the table labeled "The Recipients of TA:."

Each box checked in the table labeled "The recipients of TA:" will cause the online system to provide the checklists for "Information Resources," "Personalized technical assistance", and "The provider(s) of TA (sponsored by the SEA)," so that the information provided, the manner in which it was provided, and the provider of the information are reported for each type of recipient district.

Please check all appropriate boxes.

2d.   [State Evaluations]

The Department is required to report the results of State evaluations of the TLCF to the Congress. In order for the Department to comply, States must provide summary information of State evaluations that include TLCF-funded activities. At a minimum, States must provide summary information on evaluations performed by districts receiving TLCF funds as required by section 3135 of ESEA.

I-3. Information on State TLCF Subgrant Process

This section collects information on program implementation at the State level. The information will be used in analysis of State policies and the effect of the TLCF. Information requested pertains to Section 3132 (a)(2)(A)(B), (b)(1)(A)(B), (b)(2).

3a.   [Targeting Assistance]
        i.   [Definitions/Criteria]
        ii. [Targeting]

3b.   [Strategy]

3c.   [Subgrant Awards]

Subgrants in this table should be grouped by fiscal year, and, if there is more than one competition in a fiscal year, grouped by competition within the fiscal year. The newest awards should be listed first.

For subgrants to a consortium, list the fiscal agent in one line and list each consortium member in a line below the fiscal agent. In the line-by-line instructions that follow, special information regarding consortium subgrants will be identified by ($\rightarrow$)

(1) [Name of Subgrantee]

If an award was made to a consortium, please provide the name of the fiscal agent that received the funds on behalf of the consortium and note in column (4) that it is a consortium award.

$\rightarrow$ LEAs that have received a continuation award during the reporting period should also be listed.

(2) [NCES District Code]

Provide the code number that the National Center for Educational Statistics (NCES) uses to identify the district. If you do not know the code, use the NCES search system to locate

any school within the school district. The search system is located on the NCES website: <http://www.nces.ed.gov/ccdweb/ school/school.htm>. It permits you to search by entering the district name, county of the district's location, or any of the schools within the district. The file for any school in a district will list the district code.

→ Complete this column for each entry in column (1), including school districts that are members of a consortium that received a subgrant.

(3) [Amount Awarded for One Fiscal Year]

The amount of the award from one fiscal year. Recipients that received awards from more than one fiscal year during the reporting period should be listed for each fiscal year with the amount for each fiscal year.

→ For consortium subgrants, enter the amount that the entire consortium receives on the line for the fiscal agent of the consortium; leave this column blank for members of the consortium.

(4) [Does this subgrant fund a consortium?]

Respond "yes" or "no" as appropriate.

→ Respond yes for each consortium member.

(5) [Is this subgrantee identified by the state as high poverty?]

A yes response indicates that the LEA has met the definition/criteria defined in Section 3b.

→ Complete as appropriate for each consortium member.

(6) [Is this subgrantee identified by the State as having the greatest need for technology?]

A yes response indicates that the LEA has met the definition/criteria defined in Section 3b.

→ Complete as appropriate for each consortium member.

(7) [Did this subgrantee receive a TLCF subgrant in the previous fiscal year?

Complete this item even for subgrantees listed for a previous fiscal year.

→ Complete as appropriate for each consortium member.

4. Summary Information on TLCF Subgrants

This section enables the US Department of Education to report on the use of funds from prior years and to gather descriptive information about subgrants to illustrate the use of funds. Items, as specified below, pertain to Section 3134 and 3135 of Title III Subpart 2 of ESEA, and the US Department of Education's education technology indicators: Training tied to certification, Staff access, Staff training, Student access, Access in high poverty schools, School access, Classroom access, and Classroom use.

In order to collect information regarding subgrant activities, it will be necessary for States to provide this information <u>after</u> the LEA has expended its award. Therefore, for the first performance report, this section will be completed only on those FY 1997 LEA subgrantees. The second performance report will include this section on FY 1998 LEA subgrantees and so forth. The state may choose to detach this section from the overall performance report and distribute it to its subgrantees for completion.

Information requested in this section must be submitted for all subgrantees.

4a. [LEA Administrative Data] For simplicity, the state may choose to complete this item on behalf of its subgrantees before distributing section 4 to its subgrantees.

[Subgrantee name] For consortia, please list all partners, their NCES district codes (if appropriate), and indicate which district is the fiscal agent.

[NCES district code] Provide the code number that the National Center for Educational Statistics

(NCES) has assigned to the district. If you do not know the code, use the NCES search system to locate any school in the school district. The search system is located on the NCES website: <http://www.nces.ed.gov/ccdweb/school/>. It permits you to search by entering the district name, county of the district's location, or any of the schools within the district. The file for any school in a district will list the district code.

[Amount of TLCF award] Enter the amount of the award for the period being reported on.

[Reporting period of the award] See section 1 of the TLCF performance report.

4b. [LEA Technology Plans]

(1) If the consortium has specific goals of its own, please list them. Otherwise, list each districts educational technology goals **that are directly impacted by the TLCF award.**

4c. [Subgrantee Learning Goals]

Section 3135 (1)(B) of the Elementary and Secondary Education Act (ESEA) states that all recipients of a TLCF subgrant shall have a long-range plan that [explains] how the acquired technologies will be integrated into the curriculum to help the local educational agency enhance teaching, training, and student achievement.

If the consortium has specific goals of its own, please list them. Otherwise, list each district's learning goals **that are directly impacted by the TLCF award.**

4d [Partnerships]

If the consortium does not have specific goals or partnerships of its own, then refer to each district's goals as stated in item 4b and partnerships.

4e. [Use of Funds]

(1) Complete the table for each that apply: professional development, hardware, connectivity, curriculum/software/on-line resources, other (please explain). See Section 3134 of the ESEA, "Local Uses of Funds."

(2) Indicate if not applicable.

(3) Indicate if not applicable.

4f. [Four pillars]

This section reports the progress subgrantees have made toward the 4 pillars**.**

The Likert Scale should include consideration of all (federal, state, and local) funding sources available to the subgrantee. Indications of effect are to be reported from the self-perception of the district at the end of the fiscal year. If you are reporting for a consortium, make the determination based on the progress of all districts in the consortium as a whole.

The bottom of the range for the pillar regarding modern multi-media computers is based on the national baseline established by Market Data Retrieval and reported in Technology Counts, *Education Week*, November 10, 1997, p.20.

The bottom of the range for the pillar regarding connectivity to the Information Superhighway is based on the national baseline established by the National Center for Education Statistics, *Advanced Telecommunications in U.S. Public Elementary and Secondary Schools, Fall 1996*, 1997.

The COMMENT section is to report solely on the effect the TLCF has had on the subgrantee. Questions to consider under the COMMENT section could include, but are not limited to:

- What part did the TLCF play in the district technology plan?
- Did the TLFC result in other funds being used for educational technology?
- Did the TLCF spark progress?

4g. [Evaluation] See Section 3135 of ESEA. Indicate if an evaluation has been performed.

GLOSSARY FOR TLCF
(Words in this glossary are italicized in the items.)

Classroom
Rooms in the school building used for any instructional purposes (includes classrooms, labs, media centers, art rooms, rooms used for vocational or special education, etc.)

Core content areas
Include English, mathematics, science (including physics), history, geography, foreign languages, the arts, civics and government, and economics (Section 306 (9)(c) of the Goals 2000: Educate America Act).

Information Superhighway
Internet, a network of networks all running TCP/IP protocols, sharing the same underlying network address space as well as the same domain name space, and interconnected into a network of information.

Modern multi-media computer
Computer with CD-ROM, graphics, and sound capabilities.

Support
Administrative, technical, and local financial foundation

Teaching workforce
Classroom teachers, school administrators, and school librarians.

Training
Professional development that enables the teaching workforce to effectively use education technology to help students learn through modern multimedia computers and the Information Superhighway

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I-1.   Reporting Period

October 1,_____ to September 30,_____

> See the instructions on p. **56** for details on reporting period.

I-2.   Information on State Goals and Assistance

a.   State Plan. Please respond to the following items regarding the state's plan for educational technology.

   i.   Please briefly describe how the state goals for educational technology relate to state learning goals and benchmarks.

   ii.   Please check all the appropriate boxes to indicate substantial updates or revisions that have been made to the State technology plan (during this reporting period) on which the State's TLCF grant is based.

Table I-2a(ii) Revisions of State Technology Plan
❑   No revisions to the State plan during this reporting period. Date current plan was approved _____ Plan approved by _____
❑   Revisions made and approved by State during this reporting period Date revisions were approved _____ Plan approved by _____ Submit electronic copy or provide URL_____
❑   Plan under revision during this reporting period Due date for plan approval _____ Plan will be approved by _____

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iii. Please enter information about progress on the educational technology goals for your state in the following table. Please list each state goal under the national goals to which it is most closely related.

<table>
<tr><td colspan="5">Table I-2a(iii)
State Goals in Technology</td></tr>
<tr><td>State Goal(s)</td><td>Measure/Method of collection and sources</td><td>Date and baseline status</td><td>Date and current status</td><td>Five-year State goal (09/30/02)</td></tr>
<tr><td colspan="5">National Goal: All teachers will have the training and support they need to help all students learn through computers and the information superhighway</td></tr>
<tr><td>Example:

Fifty percent of the teachers in every school building in the district will be trained on instructional applications of the Internet:</td><td>Mandatory biannual technology census. Reported by building principals.</td><td>1997 census. Twenty-seven percent of buildings met goal.</td><td>Due 1999</td><td>All buildings met goal</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">National Goal: All teachers and students will have modern computers in their classrooms.</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">National Goal: Every classroom will be connected to the information superhighway</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">National Goal: Effective and engaging software and on-line resources will be an integral part of every school curriculum.</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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    b.   <u>Financial Plan</u>.

        i.   Provide information in the table below regarding the state's strategies for financing educational technology.

<table>
<tr><th colspan="5">Table I-2c(i)

Strategies for Financing Educational Technology</th></tr>
<tr>
<th>(1)
Source</th>
<th>(2)
Amount</th>
<th>(3)
Period available</th>
<th>(4)
Status</th>
<th>(5)
Purpose and Restrictions</th>
</tr>
<tr>
<td>*Example:*

State Law 3350 Technology Enhancement</td>
<td>*$30,000,000*</td>
<td>*10/97 – 9/99*</td>
<td>*Year 1 of 2[6]*</td>
<td>*Direct funding to LEAs for technology-related activities*</td>
</tr>
<tr>
<td>*Example:*

House Bill 4000</td>
<td>*$0*</td>
<td>*Begin 7/99*</td>
<td>*Proposed and Pending[7]*</td>
<td>*To establish an Education Trust Fund*</td>
</tr>
<tr>
<td>*Example:*

Intel Corp.</td>
<td>*$1,000,000*</td>
<td>*7/99 – 7/00*</td>
<td>*Commitment made[8]*</td>
<td>*Upgrade donated equipment to network-ready, multi-media machines for classrooms*</td>
</tr>
<tr>
<td>*Example:*

Public Utility Commission</td>
<td>*$7,5000,000*</td>
<td>*10/95 – 9/98*</td>
<td>*Year 3 of 3*</td>
<td>*Wiring for schools and classrooms*</td>
</tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>

        ii.   List any non-monetary state-level *support* below:

---

[6] In the performance report for the **next** year, the State would report this item again but change the status to "year 2 of 2."

[7] In the performance report for the **next** year, the State would report this item again but change the status to either "defeated" or "enacted." If enacted, the source would be a state law and other columns would possibly change, too.

[8] In the two performance reports in the future that parallel the period of availability for this item, the State would report this item again but change the status to "year 1 of 1."

DRAFT

c. <u>Technical Assistance</u>. Please check all the appropriate boxes to indicate the technical assistance offered to LEAs during this reporting period. .

> In the online version, any box checked to specify target recipients of TA will lead to checkboxes to further specify the kind and providers of the TA.

<table>
<tr><td colspan="3" align="center">**Table I-2c**
Technical Assistance</td></tr>
<tr><td colspan="3">

The Recipients of TA:

❑ All LEAs
❑ Subset of LEAs
❑ High poverty districts
❑ High need districts
❑ Low-performing districts
❑ Districts with low-performing schools
❑ Districts not previously funded
❑ District Size (e.g. small districts)
❑ Geographic area (e.g., region, urban, rural)
❑ Other, please specify:_____

</td></tr>
<tr><td align="center">Information resources</td><td align="center">Personalized technical assistance</td><td align="center">The provider(s) of TA (sponsored by the SEA)</td></tr>
<tr><td valign="top">

❑ Web-based materials
❑ Email distribution list or listserv
❑ Sample technology plans
❑ Sample successful proposals
❑ Selection of best-practice examples
❑ Other, please specify
_____

</td><td valign="top">

❑ State-wide conference, regional briefings to discuss competition requirements
❑ Training session for grant writing
❑ Training sessions for developing technology plans
❑ Feedback on district technology plans
❑ Assistance with developing evaluation plans
❑ District visits
❑ Telephone/email help lines
❑ Other, please specify
_____

</td><td valign="top">

❑ SEA
❑ Intermediate Units (e.g., Regional Centers)
❑ Regional Technology in Education Consortia (RTECs)
❑ Consultants
❑ Business
❑ Higher Education
❑ Other, please specify
_____

</td></tr>
</table>

d. <u>State Evaluations</u>. Submit the report of each state-sponsored evaluation conducted that includes consideration of the TLCF.

DRAFT

I-3. Information on State TLCF Subgrant Competition

    a.   <u>Targeting Assistance</u>. Please respond to the following items regarding high-poverty and greatest need of technology.

        i.   Please indicate the measure(s) the State used to determine the greatest need for educational technology and to determine numbers or percentages of children in poverty. (Please check all that apply.)

Table I-3a(i)
TLCF Subgrant—Measures of Poverty and Need

High Poverty:	Greatest Need for Technology:
❑ None established ❑ Free/Reduced lunch data ❑ AFDC ❑ Census data ❑ Other, please specify_____ What is your basis for comparison? ❑ State average ❑ State goal ❑ Other, please specify_____	❑ None established ❑ Student to modern computer ratio ❑ Classrooms connected to the Internet ❑ Technology proficient teachers ❑ Other, please specify_____ What is your basis for comparison? ❑ State average ❑ State goal ❑ Other, please specify_____

Please provide the definition of high poverty as used in your State for TLCF awards in this reporting period:

Please provide the definition of high technology need as used in your State for TLCF awards in this reporting period:

DRAFT

ii. Indicate how the State used the information about poverty and need for technology to target the TLCF subgrant competition during this reporting period. (Please check all that apply.)

Did your State have more than one TLCF competition?
- ❑ Yes
- ❑ No

Name of competition(s): _____

Did your State apply the same criteria for poverty and technology need to all competitions?
- ❑ Yes
- ❑ No

Based on your answers to the above questions, you may be prompted to respond multiple times to describe each competition.

Please check all the appropriate boxes to indicate priorities for each subgrant competition for this reporting period.

Table I-3a(ii)	
TLCF Subgrant Priorities	
High Poverty	Greatest Need for Technology
❑ Eligibility criterion (e.g., only districts meeting high poverty were eligible to apply) ❑ Points awarded in competition ❑ Percent of funds set-aside for high poverty only ❑ Award amount determined by poverty ❑ Not applied for this competition ❑ Other, please specify_____	❑ Eligibility criterion (e.g., only districts meeting high need were eligible to apply) ❑ Points awarded in competition ❑ Percent of funds set-aside for high need for technology ❑ Award amount determined by high need for technology ❑ Not applied for this competition. ❑ Other, please specify_____

DRAFT

b. <u>Strategy</u>.

<table>
<tr><td colspan="4" align="center">**Table I-3b**
TLCF Subgrant Strategy</td></tr>
<tr>
<td align="center">**Geographic Distribution:**</td>
<td align="center">**Limits on awards:**</td>
<td align="center">**Limits on Uses of Funds:**</td>
<td align="center">**Preferences in addition to high poverty and high need for technology:**</td>
</tr>
<tr>
<td>
❑ State-wide competition
❑ Regional competition
❑ Urban set-aside
❑ Rural set-aside
❑ Other, please specify:
_____
</td>
<td>
❑ None Established
❑ Award Amount: minimum amount: $_____ maximum amount: $_____
❑ Award Amount Tied to District Size
❑ Award Amount Tied to Other Criteria, please describe criteria
❑ Districts Not Previously Funded
❑ Duration: Term of Award, specify number of months_____
</td>
<td>
❑ No Priority Established
❑ Professional Development Percent _____
❑ Hardware Limit Percent _____
❑ Wiring and Connectivity Percent _____
❑ Software and Online Resources Percent _____
❑ Other, please specify_____ Percent_____
</td>
<td>
❑ Districts with low student performance
❑ Other, please specify:
_____
</td>
</tr>
</table>

Please provide a rationale for the selection of the above priorities, e.g., statewide models, technology use in middle schools, etc.

c. <u>Subgrant Awards</u>. Complete the table below for all TLCF subgrants:

<table>
<tr><td colspan="7" align="center">**Table I-3c**
TLCF Subgrant Awards</td></tr>
<tr>
<td align="center">**(1)**
Name of Subgrantee</td>
<td align="center">**(2)**
NCES District Code</td>
<td align="center">**(3)**
Amount Awarded for one fiscal year</td>
<td align="center">**(4)**
Consortium?</td>
<td align="center">**(5)**
Identified by State as High Poverty?</td>
<td align="center">**(6)**
Identified by State as having the greatest need for technology</td>
<td align="center">**(7)**
Received a TLCF subgrant in the previous fiscal year?</td>
</tr>
<tr>
<td>*Example:*
School District A</td>
<td>*111111*</td>
<td>*$200,000*</td>
<td>*yes*</td>
<td>*yes*</td>
<td>*yes*</td>
<td>*yes*</td>
</tr>
<tr>
<td>*Example:*
School District B</td>
<td>*222222*</td>
<td></td>
<td>*Yes*</td>
<td>*No*</td>
<td>*No*</td>
<td>*No*</td>
</tr>
<tr>
<td>*Example:*
School District C</td>
<td>*333333*</td>
<td></td>
<td>*Yes*</td>
<td>*Yes*</td>
<td>*Yes*</td>
<td>*No*</td>
</tr>
<tr>
<td>*Example:*
School District X</td>
<td>*999999*</td>
<td>*$75,000*</td>
<td>*No*</td>
<td>*Yes*</td>
<td>*No*</td>
<td>*No*</td>
</tr>
<tr>
<td></td><td></td><td></td><td></td><td></td><td></td><td></td>
</tr>
<tr>
<td></td><td></td><td></td><td></td><td></td><td></td><td></td>
</tr>
</table>

d. Expand on any noteworthy features of the state's subgrantees that are not otherwise captured in this report.

DRAFT

I-4. **Summary Information On TLCF Subgrants:**

Subpart "a" is pre-filled by the software from data from state's response to question I-3(c)

a. LEA Administrative Data.

Subgrantee name _____   NCES district code_____

Amount of TLCF award_____   Reporting period of award _____

b. <u>LEA Technology Plan</u>. Please enter information about progress on the educational technology goals for the grant recipient in 4a. Please list each grant recipient's goal(s) under the national goal to which it is most closely related.

Once the user enters a goal, they will automatically be sent to a Likert scale to plot progress toward reaching that goal, thus answering I-4f.

<table>
<tr><td colspan="6">TABLE I-4b
Educational Technology Goals for the Grant Recipient</td></tr>
<tr>
<th>National Goal or Other Goal</th>
<th>Grant Recipient Goal(s)</th>
<th>Measure/Method of collection and source</th>
<th>Date and baseline status</th>
<th>Date and current status (09/30/99)</th>
<th>Five-year Grant Recipient Goal (09/30/02)</th>
</tr>
<tr>
<td rowspan="4">National Goal: All teachers will have the training and support they need to help all students learn through computers and the information superhighway.</td>
<td>EXAMPLE: Fifty percent of the teachers in every school building in the district will be trained on instructional applications of the Internet.</td>
<td>Mandatory biannual technology census. Reported by building principals.</td>
<td>1997 census. Twenty-seven percent of buildings met goal.</td>
<td>Due 1999.</td>
<td>All buildings meet goal.</td>
</tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr>
<td rowspan="3">National Goal: All teachers and students will have modern computers in their classrooms.</td>
<td></td><td></td><td></td><td></td><td></td>
</tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr>
<td rowspan="3">National Goal: Every classroom will be connected to the information superhighway.</td>
<td></td><td></td><td></td><td></td><td></td>
</tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>

National Goal: Effective and engaging software and on-line resources will be an integral part of every school curriculum.				
Other Goal: Please list other grant recipient goal(s) that are not closely related to the four national pillars.				

c.   <u>Subgrantee Learning Goals</u>. How do the subgrantee's educational technology goals support the subgrantee's learning goals?

d.   <u>Partnerships</u>. Please indicate which of the following entities have helped the grant recipient accomplish its goals during this reporting period. Answers should be limited to partnerships in which TLCF has a part. An example would be: an agreement with the public library to purchase additional site licenses for the databases that the middle school teachers and students use most often for research so that teachers and students can access the databases from school or home. (Please check all that apply.)

TABLE I-4d **Partnerships**		
Entity	**Funds**	**Other Services and/or Resources**
State educational agency		
Other State agency (e.g., Department of Labor)		
Other local public agency (e.g., library system)		
Business/industry		
Foundation or other non-profit organization		
Institution of higher education		
Intermediate Agencies (i.e, regional services, training centers, etc.)		
Other Federal Sources		
Other (Please specify_____)		

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e.   Use of Funds. Please check all the appropriate boxes to indicate how the district used the TLCF subgrant award during this reporting period. Percentages must total 100%.

> When a user selects a use of funds category and enters a percentage, they will automatically be moved to the comment section of the appropriate national goal to provide a brief summary of the effects of TLCF funding on progress toward that goal. In the comment section there will be a forced choice (e.g., "no TLCF funds used for this purpose") in cases where no TLCF funds were used for local goals related to a national goal for this reporting period. The program will automatically add the percentages entered for each use of funds and prompt for an amount to equal 100% and will not allow the user to leave the field without a correct calculation.

<table>
<tr><th colspan="3">TABLE I-4e
Use of Funds</th></tr>
<tr><th></th><th></th><th>Estimated Percentage</th></tr>
<tr><td rowspan="11">(1) Use of Funds:</td><td>❑   Professional Development: Focus on technology use and skill</td><td></td></tr>
<tr><td>❑   Professional Development: Focus on integrating technology for instruction</td><td></td></tr>
<tr><td>❑   Maintenance and Technical Support</td><td></td></tr>
<tr><td>❑   Hardware_____</td><td></td></tr>
<tr><td>❑   Connectivity: Wiring and Infrastrucure</td><td></td></tr>
<tr><td>❑   Connectivity: Costs for Services</td><td></td></tr>
<tr><td>❑   Software and Online Resources</td><td></td></tr>
<tr><td>❑   Distance Learning (telecourses, web PD)</td><td></td></tr>
<tr><td>❑   Evaluating Impact</td><td></td></tr>
<tr><td>❑   Administration and operation</td><td></td></tr>
<tr><td>❑   Other: Please specify: _____</td><td></td></tr>
<tr><td rowspan="4">(2) Grade Levels Most Affected:</td><td>❑   All</td><td></td></tr>
<tr><td>❑   Elementary</td><td></td></tr>
<tr><td>❑   Middle</td><td></td></tr>
<tr><td>❑   Secondary</td><td></td></tr>
<tr><td rowspan="6">(3) Subject Areas Most Affected:</td><td>❑   All</td><td></td></tr>
<tr><td>❑   Reading and Language Arts</td><td></td></tr>
<tr><td>❑   Mathematics</td><td></td></tr>
<tr><td>❑   Science</td><td></td></tr>
<tr><td>❑   Social Studies</td><td></td></tr>
<tr><td>❑   Other, Please specify: _____</td><td></td></tr>
</table>

DRAFT

f. <u>Four Pillars</u>. Indicate the subgrantee's progress toward each of the 4 pillars for educational technology as a result of **funding from ALL sources (federal, state, and local)**.

> In the online version you provide this information within the data entry process for question I-4 (b).

Under COMMENT, provide a narrative of the progress the subgrantee has made toward the four pillars as a result of the **funds awarded through the TLCF**.

i. All teachers in the nation will have the *training* and *support* they need to help students learn using computers and the *information superhighway*.

    1   **2**   **3**   **4**   **5**

Range:

1 = No members of *teaching workforce* participating in ongoing *training* & receiving *support*

3 = Half of the *teaching workforce* participating in ongoing *training* & receiving *support*

5 = Entire *teaching workforce* participating in ongoing *training* & receiving *support*

COMMENT:

ii. All teachers and students will have *modern multi-media computers* in their *classrooms*.

    1   **2**   **3**   **4**   **5**

Range:

1 = All *classrooms* with a student to *multi-media computers* ratio greater than 21:1

3 = All *classrooms* with a student to *multi-media computers* ratio of 13:1

5 = All *classrooms* with a student to *multi-media computers* ratio at or less than 5:1

COMMENT:

iii. Every *classroom* will be connected to the *information superhighway*.

    1   **2**   **3**   **4**   **5**

Range:

1 = Less than 14% of *classrooms* connected to the *information superhighway*

3 = 55% of *classrooms* connected to the *information superhighway*

5 = All *classrooms* connected to the *information superhighway*

COMMENT:

iv. Effective and engaging software and on-line learning resources will be an integral part of every school's curriculum.

1   **2**   **3**   **4**   **5**

Range:

1 = Effective and engaging software and on-line learning resources not in use in any *core content areas*

3 = Effective and engaging software and online learning resources in use in half of the content areas

5 = Effective software and on-line learning resources in use in all *core content areas*

COMMENT:

g. <u>Evaluation</u>. What were the three major impacts TLCF funds had on teaching and learning? What evidence of this impact do you have?

Section J

ESEA, TITLE IV
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT

DRAFT

Background and Authority

The 1994 reauthorization of the Safe and Drug-Free Schools and Communities Act *(SDFSCA)* and the passage of the Government Performance and Results Act of 1993 place a strong focus on improving program effectiveness and public accountability by promoting and reporting on results and service quality at the federal, state, and local levels.

Section 4117 of the SDFSCA requires the Secretary to collect certain information about state and local implementation of SDFSCA on a triennial basis. Specifically, states are required to submit to the Secretary information on the state and local programs conducted with assistance furnished under SDFSC that must include:

- a report on the implementation and outcomes of state programs (State Educational Agency (SEA) and governors programs);
- an assessment of the effectiveness of SEA and governors programs;
- a report on the state's progress toward attaining its goals for drug and violence prevention;
- data on the prevalence of drug use and violence by youth in schools and communities.

Section 4117 requires the Secretary to report to Congress, including reporting on the frequency, seriousness, and incidence of violence in elementary and secondary schools in the states.

General Instructions

The information below answers some common questions that people have about completing this section of the Consolidated State Performance Report. Please read these instructions carefully before completing it. A glossary on pp. **96 – 100** defines some of the terms used here. These terms appear in italics throughout the reporting form.

What time period is covered in these questions? The time period covered in these questions is the school year prior to the report due date. (See. p. *ix*.) If you must use data from some other time period (*e.g.*, criminal justice statistics reported for the calendar or fiscal year), please record this time period in the margin next to the relevant question.

What funding sources are covered in these questions? This report refers to Safe and Drug-Free Schools and Communities Act (SDFSCA) programs and funds administered by or through the SEA. Data reported on this form should not include Governors (Section 4114) *SDFSCA* funds.

Should I answer every question? What if a question is not applicable? Please answer every question to which you are directed and do not leave any question unanswered unless you are directed to skip the question. We have provided special instructions telling you when to skip certain questions. If you are asked a question for which you do not have the necessary data or if you believe that the question does not apply to your situation, please use the following abbreviations to indicate that fact:

- If the necessary data are missing or unavailable, enter "MD" (for "missing data"); or
- If you do not believe the question applies to your situation, enter "NA" (for "not applicable").
- If a response to a question is "0" or "None," be sure to enter "0" or "None."

Who can I contact if I have questions? If you have questions, contact Robert Alexander at 202-401-3354.

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J-1.   Provide information on program effectiveness by attaching the following three pieces of information to this form:

a.   ESEA, Section 4112, requires that states develop measurable goals and objectives for drug and violence prevention.

(1)   Attach a copy of your SEA's measurable goals and objectives for the reporting year.

<div align="center">**OR**</div>

(2)   If your SEA's goals and objectives have not changed since last provided to ED, check the box below rather than attaching a copy to this form.

❑ Our SEA's goals and objectives have not changed since last provided to ED.

b.   Section 4117 requires that each state report the state's progress toward attaining its goals for drug and violence prevention.
Attach a description of your state's progress during the reporting year toward attaining its SEA's measurable goals and objectives, including any outcome data and measures of effectiveness that your state has collected.

Please focus your description primarily on data assessing the outcomes or effectiveness of prevention programs.

You may also include any additional information your state wishes to provide to present a more complete picture of its progress in attaining its measurable goals and objectives or to assist in interpreting the information reported in this form (e.g., implementation data—sometimes called "process" data—such as services provided or materials developed.)

c.   Attach a brief description of one or more projects, programs, approaches, strategies or components implemented during the reporting year that you consider to be exemplary. Please also include a description of the project's outcome data and any other evidence that serves as the basis for your assessment of the project's quality.

J-2.   *SDFSCA* funding and applications for "greatest needs" funds

Under the *SDFSCA*, states must distribute 30 percent of available local program funds to *local educational agencies (LEAs)* that have the "greatest need for additional funds to carry out drug and violence prevention programs." Item 2a (on the next page) asks about out how your state distributes SDFSCA funding and 2b asks about criteria your *SEA* used to approve *LEA* applications for *SDFSCA* funds for the school year covered by this report.

a.   In making funding decisions for the reporting year, what factors did your *SEA* use to determine which *LEA*s had the greatest need for additional resources? For each of the factors listed below, check either "Yes" or "No" as appropriate for your state to indicate whether or not it was used to make these funding decisions for the reporting year.

DRAFT

	Table J-2a **Factors Used in Identifying LEAs with Greatest Need**	Yes	No
a.	Rates of alcohol and *drug* use among youth		
b.	Rates of violent or criminal victimization of youth		
c.	Rates of arrest and conviction of youth for violent, alcohol, or other drug-related crime --- including any crime specifically involving possession or use of alcohol or some other *drug* (*e.g.*, public drunkenness, driving while impaired), or any crime committed while using alcohol or some other *drug*		
d.	Extent of illegal gang activity		
e.	Incidence of violence and vandalism in school		
f.	Rates of youth participation (voluntary and involuntary) in *drug*/ alcohol treatment or rehabilitation programs		
g.	Rates of referral of youth to juvenile court		
h.	Rates of *student* expulsions and suspensions from schools and referrals to *alternative education programs*		
i.	Incidence of reported child abuse and domestic violence		
j.	Rates of school dropout and absences		
k.	Level of district poverty (*e.g.*, percentage of students receiving free or reduced-price lunches)		
l.	Local implementation of research based approaches		
m.	Other--PLEASE SPECIFY:		

b. What criteria did your *SEA* use to review and approve *LEA* applications for the reporting *school year SDFSCA* funds? Please check either "Yes" or "No" for each option listed below to indicate whether or not you used each of these criteria.

	Table J-2b **Criteria Used to Review and Approve LEA Applications**	Yes	No
a.	Demonstrated success in meeting *LEA* measurable goals and objectives		
b.	Outcome data and other measures of effectiveness		
c.	Continuation of previously approved projects		
d.	Recommendation of peer reviewers		
e.	*LEA* needs assessment		
f.	Application conforms to the law		
g.	Project is based on research or a model of proven effectiveness		
h.	Other--PLEASE SPECIFY:		

Many of the questions in this form ask you to provide information separately for public *elementary, middle*, and *senior high schools* in your state. In order for your answers to accurately reflect the situation in your state, we need to know if the report definitions of these education levels match the structure in your school system.

Please read the three definitions that follow and indicate if these match the definitions for *elementary, middle* and *senior high schools* in your state. If not, please describe the difference on the lines provided, even if the difference is not consistent across the state. If unsure, please refer to the expanded definition of these terms provided in the glossary on pp **96 - 100**.

J-3.   The report definition of an *elementary school* is "a school composed of any span of grades not above Grade 6." Does this definition match your state's school system structure?

Yes_____

No _____   → PLEASE DESCRIBE THE DIFFERENCE:

_____

_____

_____

_____

J-4.   The report definition of a *middle school* is "a separately organized and administered school intermediate between *elementary* and *senior high schools*, which might also be called a junior high school, usually including Grades 7, 8, and 9; Grades 7 and 8; or Grades 6, 7, and 8." Does this definition match your state's school system structure?

Yes_____

No _____   → PLEASE DESCRIBE THE DIFFERENCE:

_____

_____

_____

_____

J-5.   The report definition of a *senior high school* is "a school offering the final years of school work necessary for graduation, usually including Grades 10, 11, and 12; or Grades 9, 10, 11, and 12." Does this definition match your state's school system structure?

Yes_____

No _____   → PLEASE DESCRIBE THE DIFFERENCE:

_____

_____

_____

_____

DRAFT

J-6-8. During the reporting *school year*, how many public schools in your state provided *prevention services/activities* to students, categorized by *elementary schools*, *middle schools*, and *senior high schools*? Please count only those schools at which these services were funded in whole or in part by *SDFSCA*.

	Number of <u>schools</u> providing *prevention services/activities* funded in whole or in part with SDFSCA funds
6. Public *elementary schools*	
7. Public *middle schools*	
8. Public *senior high schools*	

J-6a – 8a. Of the *students* enrolled in these public schools, how many *students* received services that were funded in whole or in part by SDFSCA?

	Number of <u>*students*</u> within those schools receiving *prevention services* funded in whole or in part with SDFSCA funds
6a. Public *elementary school students*	
7a. Public *middle school students*	
8a. Public *senior high school students*	

The next few questions ask for information on how *SDFSCA* funding was provided to the *LEAs* in your state.

J-9. During the reporting school year, did your state provide any *SDFSCA* funding to *local educational agencies* (*LEAs*) through *consortia, intermediate educational agencies* (IEAs), or other district cooperatives in addition to providing *SDFSCA* funding to individual *LEAs*?

Yes_____ ----------------------------> SKIP TO QUESTION 13

No_____

J-10. During the reporting *school year*, did your state provide *SDFSCA* funding <u>only</u> to individual *LEAs* and <u>not</u> through *consortia, IEAs,* or cooperatives?

Yes_____

No_____ -----------------------> Please contact Robert Alexander at 202-401-3354.

We need to clarify your funding methods.

J-11 – 12. **During the reporting** *school year,* **how many** *LEAs* **received** *SDFSCA* **funds individually or did not receive** *SDFSCA* **funds?**

	Number of *LEAs*
11. *LEAs* that received *SDFSCA* funds individually for the reporting *school year*	
12. *LEAs* that did <u>not</u> receive *SDFSCA* funds	
TOTAL *LEAs*	

Total Number of LEAs in your State: _____

> **NOTE: Please be certain that your answers to Question 11 and Question 12 sum to the <u>total</u> number of** *LEAs* **in your state.**

J-11a - 12a. **During the reporting** *school year*, **how many** *students* **(Grades K-12) were enrolled in LEAs that received SDFSCA funds individually or did not receive SDFSCA funds?**

	Number of *Students* (K – 12) enrolled in those *LEAs* (Base answer on October 1 *enrollment* date)
11a. Students in *LEAs* that received *SDFSCA* funds individually for the reporting *school year*	
12a. Students in *LEAs* that did <u>not</u> receive *SDFSCA* funds	

SKIP TO QUESTION J-18.

J-13 – 15. **During the reporting** *school year, how many LEAs* **received SDFSCA funds?**

	Number of LEAs
13. *LEAs* that received *SDFSCA* funds through *consortia*, Intermediate Education Agencies, or other district cooperatives	
14. *LEAs* that received *SDFSCA* funds individually for the reporting *school year*	
15. *LEAs* that did <u>not</u> receive *SDFSCA* funds	

Total Number of *LEAs* **in your State:** _____

> **NOTE:** **Please be certain that your answers to Question 13, Question 14, and Question 15 sum to the <u>total</u> number of** *LEAs* **in your state.**

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J-13a – 15a.   During the reporting school year, how many students were enrolled in LEAs that received *SDFSCA* **funds?**

	Number of *Students* (K – 12) enrolled in those *LEAs* **(Base answer on October 1 *enrollment* date)**
13a. Students in *LEAs* that received *SDFSCA* funds through *consortia*, *IEAs*, or other district cooperatives	
14a. Students in *LEAs* that received *SDFSCA* funds individually for the reporting *school year*	
15a. Students in *LEAs* that did <u>not</u> receive *SDFSCA* funds	

J-16.   Deleted

J-17.   Deleted

In the following table is a list of selected *services/activities* that *LEAs* in your state might have provided. The list of *services/activities* is not all-inclusive. Please indicate the number of *LEAs* in your state in which each service was provided as part of the district's *SDFSCA* program during the reporting *school year*. The definition of each of the activities/services is provided in the attached glossary. An *LEA* may be counted in more than one category.

J-18. **During the reporting** *school year***, how many of your state's** *LEAs* **provided:**

	Service/Activity	Number of *LEAs* Providing Service/Activity
a.	*After-school or before-school programs*	
b.	*Alternative education programs*	
c.	*Community service projects*	
d.	*Conflict resolution*/peer mediation	
e.	*Curriculum acquisition or development*	
f.	*Drug prevention instruction*	
g.	*Parent education/involvement*	
h.	*Security equipment*	
i.	*Security personnel*	
j.	*Services for out-of-school youth* (school age)	
k.	*Special, one-time events*	
l.	*Student support services* (*e.g.*, *student* assistance programs, counseling, mentoring, identification and referral)	
m.	*Teacher/staff training*	
n.	*Violence prevention instruction*	
o.	Other PLEASE SPECIFY:	

J-19. **During the reporting** *school year***, how many** *SDFSCA***-funded** *LEAs* **in your state involved community agencies or organizations in their** *SDFSCA***-funded drug and violence** *prevention services/activities***?**

_____ Number of *LEAs*

J-19a. **Among those** *LEAs* **identified in Question 19, how many districts involved schools and** <u>one or more</u> **community agencies or organizations in:**

	Type of Community Involvement	Number of *LEAs*
a	Joint service delivery, including referrals	
b	*Teacher/staff training*	
c	Public awareness activities	
d	Fundraising	

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J-20. **During the reporting *school year*, how many *SDFSCA*-funded *LEAs* in your state had *students* participating in designing, delivering, or critiquing drug or violence prevention programming?**

_____ Number of *LEAs*

General Instructions for Questions 21 - 35
The Safe and Drug-Free Schools and Communities Act requires the Secretary of Education to report to Congress, including reporting on Athe frequency, seriousness, and incidence of violence in elementary and secondary schools in the States. Therefore, questions 21-35 ask about *incidents* of prohibited behavior on *school property*. Please report the statistics for all *LEAs* in the state, not just those receiving *SDFSCA* funding. As you answer these questions, please include all *incidents*, whether Acommitted by or Avictimizing *students*, *school personnel*, or *non-school personnel*.

Also, report incidents that occur on *school grounds/property* 365 days a year and 24 hours a day, not just those that occur during school hours. While this definition was developed by the National Forum on Education Statistics, state reporting systems may be using different time frames.

To assist in interpreting the data you provide for questions 21-35 we also need to know your state's definition of "*school year*" and "school day".

➢ Please select one of following time periods which most closely matches your state's definition of *school year*:

_____ 12 months (*i.e.,* 365 days a year)

_____ 11 months (*i.e.*, August/September through May/June plus summer school)

_____ 10 months or less (*e.g.*, 180 days or equivalent number of hours)

➢ Please select one of the following options which most closely matches your state's definition of a school day:

_____ 24 hours per day

_____ student day **including** before/after-school student activities

_____ student day **excluding** before/after-school student activities

_____ no state definition or locally determined

DRAFT

Glossary for terms in questions J-21 – 30

Incident
A violation of a statute or regulation; it may involve <u>one or more</u> victims and one or more *offenders*. For reporting purposes, an *incident* of prohibited behavior is the single most serious act that occurs in a given overall incident. *Incidents* (ordered from most serious to least serious) include the following: homicide; sexual battery (including rape); robbery; battery; breaking and entering/burglary; larceny/theft; motor vehicle theft; kidnapping; arson; threat/intimidation; use or possession of *drugs* (other than alcohol); sexual harassment; sex offenses (non-forcible); vandalism; *weapon* possession; unclassified offenses; alcohol (liquor law violations); tobacco (where declared illegal); trespassing; fighting; disorderly conduct; as well as other major offenses; and other state (district or municipal) defined offenses.

Non-school personnel
An individual who was neither a *student* nor *school personnel* for the district reporting the incident.

Non-student
An individual who is not a *student* in the school or district reporting the *incident*.

Offender
Any individual, whether *student* or not, involved in committing an *incident* of prohibited behavior. There may be more than one *offender* involved in any single *incident*.

School personnel
A teacher, administrator, or other school staff member such as support staff or maintenance worker; includes a school-based law enforcement officer such as a school resource officer.

Student
An individual who is enrolled as a PK-12 *student* in the school district reporting the *incident* at the time the *incident* occurred.

Weapon
Any instrument or object possessed or used to inflict harm on another person, or to intimidate any person. Examples include firearms of any kind (operable or inoperable, loaded or unloaded); all types of knives, chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, dirks, other pointed instruments (including pencils, pens); nunchakus; brass knuckles; Chinese stars; billy clubs; tear gas guns; electrical weapons or devices (stun guns); BB or pellet guns; and explosives or propellants.

Weapons-related incident
Any *incident* that involves possession, use, or intention of use of any instrument or object to inflict harm on another person, or to intimidate a person, as well as any *incident* that is somehow related to the possession, use or sale of *weapons* but where the use, possession, or sale of *weapons* was not the main offense (e.g., burglary, trespassing, vandalism); in other words, any *incident* for which a *weapon* is present.

DRAFT

J-21 – 23. Data on *incidents* at *elementary schools* and victims and *offenders* reported in those *incidents*

Line		Number of *Incidents*	Number of Victims or *Offenders*
21a	Indicate the number of *incidents* that occurred on the property of *elementary schools* during the reporting year?		
21b	Indicate the total number of victims (unduplicated count) involved in the *incidents* reported in <u>line 21a</u> by the following categories:		
	Students		
	School personnel		
	Non-school personnel		
	Unknown		
	Total number of victims		
22	Indicate the number of *offenders* involved in the incidents reported in <u>line 21a</u> that fall into the following categories:		
	Students		
	*Non-Student*s		
	Unknown		
	Total number of *offenders*		
23	Of the *incidents* that occurred on *school property* (reported in <u>line 21a</u>), how many were *weapons-related incidents*? (Note: *Weapons-related incidents* are a subset of all *incidents* that occurred.)		

J-24 – 26. Data on incidents at middle schools and victims and offenders reported in those incidents

Line		Number of *Incidents*	Number of Victims or *Offenders*
24a	Indicate the number of *incidents* that occurred on the property of *middle schools* during the reporting year?		
24b	Indicate the total number of victims (unduplicated count) involved in the *incidents* reported in <u>line 24a</u> by the following categories:		
	Students		
	School personnel		
	Non-school personnel		
	Unknown		
	Total number of victims		
25	Indicate the number of *offenders* involved in the incidents reported in <u>line 24a</u> that fall into the following categories:		
	Students		
	*Non-Student*s		
	Unknown		
	Total number of *offenders*		
26	Of the *incidents* that occurred on *school property* (reported in <u>line 24a</u>), how many were *weapons-related incidents*? (Note: *Weapons-related incidents* are a subset of all *incidents* that occurred.)		

J-27 – 29. Data on *incidents* at *high schools* and victims and *offenders* reported in those *incidents*

Line		Number of Incidents	Number of Victims or Offenders
27a	Indicate the number of *incidents* that occurred on the property of *high schools* during the reporting year?		
27b	Indicate the total number of victims (unduplicated count) involved in the *incidents* reported in <u>line 27a</u> by the following categories:		
	Students		
	School personnel		
	Non-school personnel		
	Unknown		
	Total number of victims		
28:	Indicate the number of *offenders* involved in the incidents reported in <u>line 27a</u> that fall into the following categories		
	Students		
	Non-Students		
	Unknown		
	Total number of *offenders*		
29	Of the *incidents* that occurred on *school property* (reported in <u>line 27a</u>), how many were *weapons-related incidents*? (Note: *Weapons-related incidents* are a subset of all *incidents* that occurred.)		

Questions 30-35 ask about the number of <u>schools</u> in your state that reported *incidents* of prohibited behavior that occurred on the *school grounds/property* during the reporting *school year*. <u>Please remember to report statistics for all schools in your state, not just those that received *SDFSCA* funding</u>.

J-30. During the reporting *school year*, how many of your state's *elementary schools* reported the following numbers of incidents. Include all <u>*incidents*</u>, both *weapons-related* and non-*weapons-related*. Count each school only once. If no school is in a category, enter "0."

	Incidents	Number of Schools
a.	No *incidents*	
b.	Between 1 and 5 *incidents*	
c.	Between 6 and 10 *incidents*	
d.	Between 11 and 24 *incidents*	
e.	25 or more *incidents*	
f.	Schools not reporting (missing data)	
g.	Total number of *elementary schoo*ls	

NOTE: Your answers to items 30 a-f should sum to the response in 30 g, the total number of *elementary schools* operating in your state.

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J-31. **Among those *elementary schools* that reported one or more *incidents* during the reporting *school year* (reported in Question 30 b-e), how many of them reported the following numbers of *weapons-related incidents*. (Do not include schools that reported "no *incidents*" or were missing data in Question 30. Count each school only once. If no school is in a category, enter "0."**

	Weapons-related incidents	Number of Schools
a.*	No *weapons-related incidents*	
b.	Between 1 and 5 *weapons-related incidents*	
c.	Between 6 and 10 *weapons-related incidents*	
d.	Between 11 and 24 *weapons-related incidents*	
e.	25 or more *weapons-related incidents*	
f.**	Schools not reporting (missing data)	
g.	Total number of *elementary schools* reporting one or more *incidents*	

NOTE: **Your answers to items 31 a-f should sum to the response in 31g, the total number of *elementary schools* reporting one or more incidents in Question 30b-e.**

J-32. **During the reporting *school year*, how many of your state's *middle schools* reported the following. Include all *incidents*, both *weapons-related* and non-*weapons-related*. Count each school only once. If no school is in a category, enter "0."**

	Incidents	Number of Schools
a.	No *incidents*	
b.	Between 1 and 5 *incidents*	
c.	Between 6 and 10 *incidents*	
d.	Between 11 and 24 *incidents*	
e.	25 or more *incidents*	
f.	Schools not reporting (missing data)	
g.	Total number of *middle schools*	

NOTE: **Your answers to items 32 a-f should sum to the response in 32 g, the total number of *middle schools* operating in your state.**

---

* Schools that reported one or more *incidents* but had no *weapons-related incidents*.

** Schools that reported one or more *incidents* but were unable to report whether they had *weapons-related incidents*.

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J-33. Among those *middle schools* that reported one or more *incidents* during the reporting *school year (*reported in Question 30 b-e), how many of them reported the following. (Do not include schools that reported "no incidents" or were missing data in Question 30. Count each school only once. If no school is in a category, enter "0."

	Weapons-related incidents	Number of Schools
a.*	No *weapons-related incidents*	
b.	Between 1 and 5 *weapons-related incidents*	
c.	Between 6 and 10 *weapons-related incidents*	
d.	Between 11 and 24 *weapons-related incidents*	
e.	25 or more *weapons-related incidents*	
f.**	Schools not reporting (missing data)	
g.	Total number of *middle schools* reporting one or more *incidents*	

NOTE: Your answers to items 33 a-f should sum to the response in 33g, the total number of *middle schools* reporting one or more incidents in Question 32b-e.

J-34. During the reporting *school year*, how many of your state's *high schools* reported the following. Include all *incidents*, both *weapons-related* and non-*weapons-related*. Count each school only once. If no school is in a category, enter "0."

	Incidents	Number of Schools
a.	No *incidents*	
b.	Between 1 and 5 *incidents*	
c.	Between 6 and 10 *incidents*	
d.	Between 11 and 24 *incidents*	
e.	25 or more *incidents*	
f.	Schools not reporting (missing data)	
g.	Total number of *high schools*	

NOTE: Your answers to items 34 a-f should sum to the response in 34 g, the total number of *high schools* operating in your state.

---

* Schools that reported one or more *incidents* but had no *weapons-related incidents*.

** Schools that reported one or more *incidents* but were unable to report whether they had *weapons-related incidents*.

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J-35. **Among those *high schools* that reported one or more *incidents* during the reporting *school year* (reported in Question 30 b-e), how many of them reported the following. (Do not include schools that reported "no incidents" or were missing data in Question 30. Count each school only once. If no school is in a category, enter "0."**

	Weapons-related incidents	**Number of Schools**
a.*	No *weapons-related incidents*	
b.	Between 1 and 5 *weapons-related incidents*	
c.	Between 6 and 10 *weapons-related incidents*	
d.	Between 11 and 24 *weapons-related incidents*	
e.	25 or more *weapons-related incidents*	
f.**	Schools not reporting (missing data)	
g.	Total number of *high schools* reporting one or more *incidents*	

NOTE: **Your answers to items 35 a-f should sum to the response in 35g, the total number of *high schools* reporting one or more incidents in Question 34b-e.**

J 36 – J 59. These items from last year's Consolidated Report are being replaced by the following instruction.

Section 4117 of the Safe and Drug-Free Schools and Communities Act requires States to report data on the prevalence of youth drug use and violence. If your State participates in the Youth Risk Behavior Survey (YRBS), please provide a copy of your data for the most recent YRBS survey for 8th, 10th, and 12th graders for the following items:

- ❑ 30-day use of alcohol, cigarettes, marijuana or hashish, cocaine, inhalants, and other illegal drugs;
- ❑ Age of first use for alcohol, cigarettes, marijuana or hashish, cocaine, inhalants, and other illegal drugs;
- ❑ Frequency with which students brought weapons, such as guns, knives, and clubs to school in the 30 days before the survey;
- ❑ Frequency with which students did not attend school because they felt unsafe at school or on the way to school in the 30 days before the survey;
- ❑ Frequency with which students were threatened or injured with a weapon on school property during the 12 months before the survey;
- ❑ Frequency with which student property was stolen or deliberately damaged on school grounds during the 12 months before the survey; and
- ❑ Frequency with which students reported being in a physical fight on school grounds during the 12 months before the survey.

If your State does not participate in the YRBS, please provide data for these items for these grade levels from the student survey that you use, along with the exact wording of the items. Also please let us know when the survey was given, and what instrument was used to collect student data (another national survey instrument like the YRBS or a state- or locally-developed instrument).

---

* Schools that reported one or more *incidents* but had no *weapons-related incidents*.

** Schools that reported one or more *incidents* but were unable to report whether they had *weapons-related incidents*.

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J-60. **Provide the following information related to implementing the Principles of Effectiveness**

    a.   With regard to LEA implementation of the Principles, what has occurred in your state between the last report and the end of this reporting year (please check all that apply)

        ❑ No LEAs have had difficulties with implementing the Principles.

        ❑ Some LEAs have had difficulties with implementing the Principles.

        ❑ Some LEAs have requested technical assistance with implementing the Principles from the SEA office or other sources.

        ❑ Many LEAs have requested technical assistance with implementing the Principles from the SEA office or other sources.

        ❑ Even with technical assistance, some LEAs have had significant difficulties with implementing the Principles.

        ❑ Even with technical assistance, many LEAs have had significant difficulties with implementing the Principles.

        ❑ The SEA office has had to work with one or more LEAs to resolve issues related to their compliance with the Principles.

    b.   What have been the most serious concerns or difficulties for LEAs in implementing the Principles? (PLEASE ATTACH ADDITIONAL SHEETS IF NECESSARY)

    c.   How many LEAs are still experiencing these serious concerns or difficulties, as of the end of the reporting year?

        _____ Number of LEAs

    d.   Please briefly describe the types of technical assistance your office has provided (or arranged for other sources to provide) to LEAs in implementing the Principles, and any other activities your agency has conducted related to implementation of the Principles.

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> The next set of questions (60e - 60g) is optional; however, your response will help us to provide better technical assistance to SEAs and LEAs.

e. Please describe any difficulties your office has had in providing technical assistance to LEAs in implementing the Principles, or in arranging for others sources to provide this technical assistance.

_____

_____

f. What types of technical assistance would you like from the U.S. Department of Education with regard to implementation of the Principles?

_____

_____

g. Please list one or more districts in your state whose efforts to implement the Principles of Effectiveness have been particularly well designed and executed, and that you believe can serve as a model for other LEAs. Please provide the district name and contact information.

_____

_____

J-61. Please provide the name, position, and address and telephone numbers of the individual who completed this report.

Name: _____

Position: _____

Telephone Number: _____
  Area Code   Phone Number

Fax Number: _____
  Area Code   Phone Number

Email: _____

Agency Name: _____

Mailing Address: _____
  Street Address

  _____
  City   State   ZIP Code

Glossary for Title IV, Safe and Drug-Free Schools and Communities
(Words in this glossary are italicized in the items.)

The following information is included in order to clarify the meaning of abbreviations and other terms used in the state educational agency reporting form. Our definitions of incidents and related terms presented below may differ somewhat from the definitions used in your state, districts, and schools. Please call Barbara Williams at 1-800-937-8281 if you have any questions.

After-school program
Any program, conducted after regular school hours, that encourages drug/violence free lifestyles. Programs may be recreational, instructional, cultural, or artistic in nature.

Alternative education program
Any program for students who are not enrolled in the regular school environment, such as students who are at risk of dropping out, students who have been expelled from their regular classes, students who are undergoing outpatient treatment for drug use, etc.

Before-school program
Any program, conducted before regular school hours, that encourages drug/violence free lifestyles. Programs may be recreational, instructional, cultural, and/or artistic in nature.

Community service projects
Activities conducted by students for the benefit of the larger community that encourage students to lead drug/violence free lifestyles or increase students' sense of community.

Conflict resolution program
 Any program offering peer mediation, or conflict and anger management instruction to students.

Consortium
A group of local educational agencies that have a formal agreement to jointly provide SDFSCA services.

Curriculum acquisition or development
Purchase of or local development of drug/violence prevention instructional materials for preschool through grade-12 students. It includes acquisition or development of books, workbooks, videotapes, software, and other learning resources.

Drug
When phrases such as "drug use," "drug policies," "alcohol and other drugs (AOD)" are used in this survey, the terms are meant to include tobacco, alcohol, and other drugs.

Drug prevention instruction
 Instruction aimed at drug prevention that is presented in the classroom (e.g., a unit in a health or physical education class that teaches about tobacco, alcohol, and other drugs; drug prevention instruction that is infused into the general curriculum; or stand-alone program or curriculum such as Here's Looking at You 2000, DARE, Quest, or BABES).

More →

Glossary for Safe and Drug-Free Schools and Communities, Continued

Elementary school
A school classified as elementary by state and local practice and composed of any span of grades not above Grade 6. Combined elementary/middle schools are considered middle schools and combined elementary and secondary schools (e.g., K-12 buildings) are classified as high schools for this report. (If your state uses a different definition, you may use that definition but note the difference in Question J-3 on the reporting form.)

Enrollment
The total number of students registered in a given school unit at a given time, often standardized by using the school's enrollment on or about October 1 of a given school year. Also measured by calculating average daily attendance or average daily enrollment.

Incident
A violation of a statute or regulation; it may involve one or more victims and one or more offenders. For reporting purposes, an incident of prohibited behavior is the single most serious act that occurs in a given overall incident. Incidents (ordered from most serious to least serious) include the following: homicide; sexual battery (including rape); robbery; battery; breaking and entering/burglary; larceny/theft; motor vehicle theft; kidnapping; arson; threat/intimidation; use or possession of drugs (other than alcohol); sexual harassment; sex offenses (non-forcible); vandalism; weapon possession; unclassified offenses; alcohol (liquor law violations); tobacco (where declared illegal); trespassing; fighting; disorderly conduct; as well as other major offenses; and other state (district or municipal) defined offenses.

Intermediate education agency (IEA)
An education agency at the county or regional level that exists to provide specialized instructional and administrative support and services to local education agencies (e.g., educational service centers).

Local educational agency (LEA)
(Also referred to as a school district) An education agency at the local level that exists primarily to operate public schools or to contract for public school services.

Middle school
A separately organized and administered school intermediate between elementary and senior high schools, which might also be called a junior high school, usually includes Grades 7, 8, and 9; Grades 7 and 8; or Grades 6, 7, and 8. Combined elementary/middle schools are considered middle schools for this reporting form; middle/senior high school combinations are defined as senior high schools. (If your state uses a different definition, you may use that definition but note the difference in Question J-4 on the reporting form.)

Non-random sample
A sample selected purposively, without use of probability or sampling theory. The particular sample may be chosen for (1) convenience, (2) accessibility, or (3) as a typical example of others in the group.

Non-school personnel
An individual who was neither a student nor school personnel for the district reporting the incident.

More →

Non-student
An individual who is not a student in the school or district reporting the incident.

Offender
An individual, whether student or not, involved in committing an incident of prohibited behavior. There may be more than one offender involved in any single incident.

Parent education/involvement
Direct participation of parents or guardians in drug or violence-prevention programs. Types of involvement include the receipt of drug and violence prevention-related programming (education or training); assisting with drug and violence prevention-related instruction or activities in the schools (*e.g.*, as instructors, aides, mentors, etc.).

Prevention services/activities
All alcohol and other drug and violence prevention education services, including drug prevention instruction, violence prevention instruction, prevention-related student support services (e.g., student assistance programs), and conflict resolution programs**.**

Principles of Effectiveness

  Principle 1 - Grant recipients will base their programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served.

  Principle 2 - Grant recipients will, with the assistance of a local or regional advisory council, which includes community representative, establish a set of measurable goals and objectives, and design their activities to meet those goals and objectives.

  Principle 3 - Grant recipients will design and implement their activities based on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence, or disruptive behavior.

  Principle 4 - Grant recipients will evaluate their programs periodically to assess their progress toward achieving their goals and objectives and use their evaluation results to refine, improve, and strengthen their program and to refine their goals and objectives as appropriate.

Random or probability-based sample
A sample selected from a population using probability or sampling theory such that the probability of selection is known. In the case of simple random sampling, all possible samples of the same size have equal probability; in other cases, samples may have unequal probabilities of selection.

School grounds/property
For the purposes of this reporting form, school grounds/property should include the school building and immediate grounds, school transportation (*e.g.*, buses), stadiums/gymnasiums, and other facilities. Reporting of incidents on school grounds/property should cover 24 hours/day, not just incidents that occur during school hours. Additionally, an incident that occurs at a school-sponsored event off campus is included in the reported statistics if a student is involved, whether as a victim or offender.

School personnel
A teacher, administrator, or other school staff member such as support staff or maintenance worker; includes a school-based law enforcement officer such as a school resource officer.

Glossary for Safe and Drug-Free Schools and Communities, Continued

School year
This period covers an entire 12-month calendar year, including summer months, following the cycle used in your state. For example, it could be July through June, September through August, or another configuration as long as it includes an entire 12-month calendar year.

SDFSCA
The Safe and Drug-Free Schools and Communities Act. Prior to 1994, this was known as the Drug-Free Schools and Communities Act (DFSCA).

Security equipment
Any equipment for use in maintaining a drug/violence-free school environment, for example metal detectors, or beepers, cellular phones, and intercoms for security/school personnel.

Security personnel
Specially trained personnel who ensure safety and security of a school building and its occupants.

Senior high school
A school offering the final years of school work necessary for graduation, usually including Grades 10, 11, and 12; or Grades 9, 10, 11, and 12. Combined junior and senior high schools are classified as high schools for this reporting form; combined elementary and secondary schools (e.g., K-12 buildings) are classified as high schools. (If your state uses a different definition, you may use that definition but note the difference in Question J-5 on the reporting form.)

Services for out-of-school youth
Drug/violence prevention projects, activities, or services for school-aged youth not currently enrolled in school, such as dropouts, and youth in detention centers.

Special, one-time events
Drug/violence prevention-related activities that occur once during a school year (e.g., Red Ribbon Week, Project Graduation, special assemblies).

State educational agency (SEA)
An education agency at the state level that exists to provide support and administrative services to local education agencies (e.g., a state department of education).

Student
An individual who is enrolled as a PK-12 student in the school district reporting the incident at the time the incident occurred.

Student support services
Programs, activities, and events that aim to prevent alcohol and other drug use. Examples include support groups, help lines, counseling services, and mentoring.

Teacher/staff training
Professional development, training, or technical assistance for teachers, certified personnel, or other staff that addresses drug or violence prevention, curriculum implementation, student support, comprehensive health education, early intervention, or rehabilitation referrals.

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Glossary for Safe and Drug-Free Schools and Communities, Continued

Violence prevention instruction
Instruction that is presented in the classroom as part of a class or separate curriculum for the purposes of preventing violence.

Weapon
Any instrument or object possessed or used to inflict harm on another person, or to intimidate any person. Examples include firearms of any kind (operable or inoperable, loaded or unloaded); all types of knives, chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, dirks, other pointed instruments (including pencils, pens); nunchakus; brass knuckles; Chinese stars; billy clubs; tear gas guns; electrical weapons or devices (stun guns); BB or pellet guns; explosives or propellants.

Weapons-related incident
Any incident that involves possession, use or intention to use any instrument or object to inflict harm on another person or to intimidate a person, as well as any incident that is somehow related to the possession, use or sale of weapons but where the use, possession, or sale of weapons was not the main offense (*e.g.*, burglary, trespassing, vandalism); in other words, any incident for which a weapon is present.

End of Glossary

Section K

ESEA, Title X, Part J, Subpart 2

RURAL EDUCATION
ACHIEVEMENT PROGRAM (REAP)

The REAP program becomes effective on July 1, 2001 and affects activities carried out during the succeeding (2001-2002) school year. These activities will be reported in December of 2002. **No REAP activities should be included in the report due to the Department on December 1, 2001.**

Use the attached form to report funds allocated under Titles II, IV, and VI that have been combined under the REAP authority during school year 2001-2002. Small (less than 600 in average daily attendance) and rural (all schools served that have an NCES locale code of 7 or 8 in the Common Core of Data) school districts are permitted to combine their allocations under ESEA Titles II, IV, and VI (including Class Size Reduction, but not School Renovation) and use the funds for activities specified in the REAP statute (Part A of Title I, sections 2210(b), 3134, and 4116 of ESEA).

Activities carried out under REAP are to be reported here, not under the programs (Titles II, IV, and VI) for which the funds were allocated, and not under the programs with activities cited in the REAP statute (Titles I, II, III, or IV) that the combined funds may be used to carry out.

K-1. REAP Participation

    a.   How many districts were eligible to participate in REAP? ...._____

    b.   How many districts participated in REAP?..._____

K-2. Funds Combined under REAP

    a.   How many districts included as "applicable funding" for REAP purposes:

        1) Title II funds.._____

        2) Title IV funds..._____

        3) Title VI funds, other than Class-Size Reduction....................................._____

        4) Class-Size Reduction funds..._____

    b.   What was the total amount of funding allocated to participating districts under each program?

        1) Title II..\$ _____

        2) Title IV...\$ _____

        3) Title VI, other than Class-Size Reduction...............................\$ _____

        4) Class-Size Reduction..\$ _____

    c.   Of the total amount of funding allocated to participating districts under each of the following programs, what amounts did they include, in the aggregate, as "applicable funding" for REAP purposes?

        1) Title II..\$ _____

        2) Title IV...\$ _____

        3) Title VI other than Class-Size Reduction...............................\$ _____

        4) Class-Size Reduction..\$ _____

K-3. How REAP Funds Were Used

    a.   How many districts used funds combined under REAP for each of these?

        1) Targeted assistance programs under Title I of the ESEA..........................._____

        2) Title I schoolwide programs ...._____

        3) Professional development under section 2210(b) of the ESEA...................._____

        4) Technology-related activities under section 3134 of the ESEA ...._____

        5) Drug- and violence-prevention under section 4116 of the ESEA................._____

    b.   What amount of funds combined under REAP was used statewide by participating districts for each of these?

        1) Targeted assistance programs under Title I of the ESEA...........................\$_____

        2) Title I schoolwide programs ....\$_____

        3) Professional development under section 2210(b) of the ESEA....................\$_____

        4) Technology-related activities under section 3134 of the ESEA ....\$_____

        5) Drug- and violence-prevention under section 4116 of the ESEA.................\$_____

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K-4. Assessments Used

a. Are Title I standards, assessments, and criteria for adequate yearly progress the measures used to gauge the progress of students served by districts participating in REAP?
Yes _____ No_____

If not, please describe the assessments and criteria used to measure student progress:

_____
_____
_____
_____
_____

b. Are the same assessments and criteria for student progress used by all districts participating in REAP?
Yes_____ No_____

If not, please describe the assessments and criteria used to measure student progress:

_____
_____
_____
_____
_____

K-5. Assessment Results

a. For districts that have participated in REAP for one year:

(1) How many districts are ending their first year of participation in REAP?..................._____
(2) Of these, how many districts failed to report achievement data in the first year of participation?.._____
(3) What steps has the SEA taken to acquire the missing achievement data?

_____
_____

b. For districts that have participated in REAP for two years:

(1) How many districts are ending their second year of participation in REAP? .. _____
(2) In how many of these districts did students not meet the criteria for student progress compared to their prior year's performance? ...._____
(3) In how many of these districts was there no change in student performance compared to the prior year? ...._____

c. For districts that have participated in REAP for three years:

(1) How many districts are ending their third year of participation in REAP?.................. _____
(2) In how many of these districts did students meet the criteria for student progress compared to their first year's performance? ...._____

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(3) In how many of these districts did students not meet the criteria for student progress compared to their prior year's performance? ...._____

(4) In how many of these districts was there no change in student performance compared to the prior year? ...._____

(5) How many of these districts failed to report achievement data in the first or third year of participation?.._____

(6) What steps has the SEA taken to acquire the missing achievement data?

_____
_____

d.   For participating districts that changed their assessments:

(1) How many districts changed assessments in the second or third year of their participation in REAP?..._____

(2) For these districts, how will the SEA compare achievement results?   What are the criteria for judging student progress?

_____
_____
_____

Section L

ESEA, Title I, Part B

EVEN START FAMILY LITERACY PROGRAM

Program and Participant Characteristics

L-1.   Federally funded Even Start subgrants in your state
   a.   Give the number of federally funded Even Start subgrants in your state: ...._____
   b.   Attach a list of subgrantees with contact information and addresses

L-2.   Numbers of Even Start families served
   a.   Number of families served..._____
   b.   Total number of adults participating..._____
   c.   Total number of adults who are English language learners ...._____
   d.   Total number of children participating.._____

L-3.   Size of Even Start federal share for subgrants
   a.   Average amount of subgrant award ...._____
   b.   Range of subgrant awards............................from _____ to _____

L-4.   Even Start allocation reserved for state administration and technical assistance
   a.   Give the percent of the State's Even Start allocation that is reserved for state
        administration and technical assistance..._____

The following question asks about the design of <u>projects in your state</u> rather than participation hours of specific individual participants.

Indicate the <u>total hours per month</u> a typical participant would be expected to spend in instruction in each service area (for example, the same class offered twice in one day would be counted once, since no participant would be expected to attend the same class twice). Include all instructional hours offered, including hours offered in home-based settings. Include in the average all months of the program year, even months during which lower levels of service might be offered.

In well-integrated curricula, the objectives of more than one core component may be addressed in the same class or session. In this case, please <u>do not double count hours</u>. Please split the total hours of integrated services offered to ADULT participants between parenting and adult education. The same hour for an adult CANNOT be reported for more than one service area. When services are offered to parents and children jointly, those hours can be counted toward early childhood for children as well as parenting or adult education for the adult.

L-5.   Average number of hours of instruction offered per month
   a.   Adult Education..._____
   b.   Early Childhood Education (0-2).._____
   c.   Early Childhood Education (3-4).._____
   d.   Early Childhood Education (5 and older).._____
   e.   Parenting Education ...._____

The same instructions from question 5 apply to this question, but this question asks for the average ACTUAL participation hours, rather than the planned or offered hours.

For children in grades K-3, EXCLUDE compulsory education school hours.

L-6. Average number of hours of participation per month
    a.   Adult Education...____
    b.   Early Childhood Education (0-2)...____
    c.   Early Childhood Education (3-4)...____
    d.   Early Childhood Education (5 and older)..____
    e.   Parenting Education ....____

L-7. Characteristics of newly enrolled families <u>at the time of enrollment</u>
    a.   Percent of newly enrolled families at or below the Federal Poverty Level..........._____
    b.   Percent of newly enrolled adult participants without a high school
        diploma or GED ...._____
    c.   Percent of newly enrolled adult participants who have not gone beyond
        the 9th grade ...._____

L-8. Percent of newly enrolled families enrolled in each program year that remain in the program
    a.   Less than three months ...._____
    b.   From 4 to 6 months.._____
    c.   From 7 to 12 month.._____
    d.   More than 12 month ...._____

Project Performance:

L-9.   Describe how the State used its performance indicators developed under section 1210 of the Even Start Statute to monitor, evaluate, and improve programs in the State.

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L-10. Using the format of the table below, describe the State's progress toward meeting its performance indicators developed under Section 1210. Include all state indicators, as developed under Section 1210 of the Even Start law, including both required and optional indicators. Provide any targets set, measures used and results measured for each indicator, as well as an assessment and explanation of progress. For indicators with no set targets or standards, provide a descriptive assessment of progress. For indicators with more than one year of available data, please note the data in the results column, and include trend information in your assessment of progress. Where data are not yet available, indicate that in the result column.

Indicator *Name of required or optional indicator*	Target or standard *Description of target or standard set by state of desired performance on indicator*	Measure *Measurement tool to be used to assess progress for indicator*	Result *Data for the current reporting year; trend data if available*	Assessment of Progress *Status of progress on this indicator:* *(1) Target met* *(2) Target not met*	Explanation of Progress *Description of why results were obtained*
EXAMPLE: Adult achievement in reading, writing, English language acquisition, problem solving & numeracy	EXAMPLE: 75% of adult learners will make a grade level gain over a program year	EXAMPLE: Participation rates; retention Tests of Adult Basic Education (TABE)	EXAMPLE: 1999-00: 45% 2000-01: 50%	EXAMPLE: Target not met, but positive movement toward target.	EXAMPLE: Information on participation showed that only 50% of adult participants stayed in the program for 12 months. Participants who remained in the program for at least one full program year were more likely to meet the target.

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